

Journal of College Placement

Formerly

SCHOOL AND COLLEGE PLACEMENT

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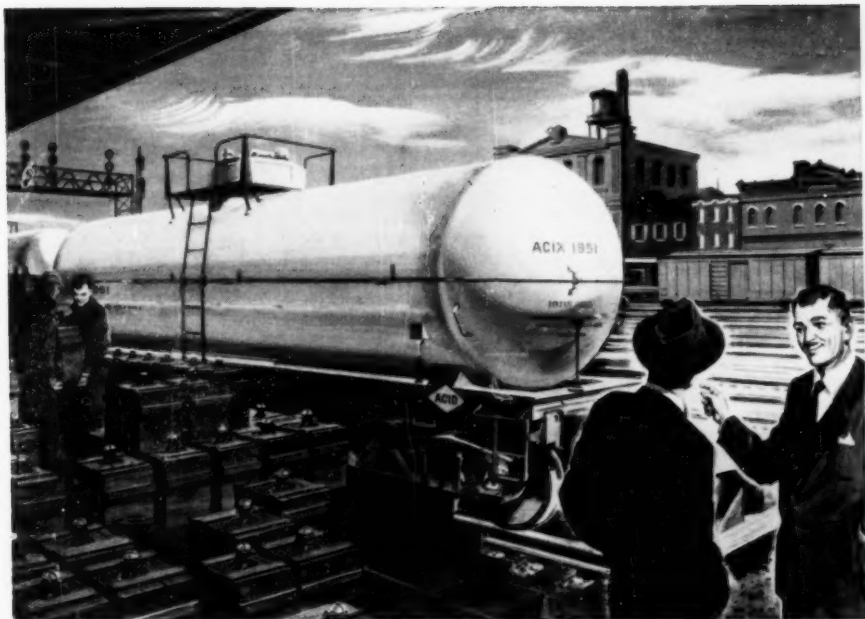
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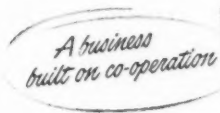
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Journal of COLLEGE PLACEMENT

Published Quarterly by The Association of School and College Placement

EDITOR . . . IDA LANDENBERGER

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GUEST EDITORIAL

Giving Thanks

Psalm 92:1. It is a good thing to give thanks unto the Lord.

Few of the youth of this world are as privileged as students in American universities and colleges. Even in other countries which have great centers of learning the proportion of youth who have opportunity to study there are but a fraction compared with the number favored in America. By the same token, few adults of the world have enjoyed such advantages as have the college graduates of this land. If we who belong to this group should ask ourselves what have we done to justify our membership in this select company, most of us would have to answer, "very little." We are blessed beyond our deserts. Others have labored and we have entered into the fruits of their labors. If we were to calculate our total debt to those who have gone before us by summing up all the things we use and enjoy in life which we have not created, we should find the sum beyond computation.

In the light of all that is given us to make life rich, the least we can do is to express our thanks. A person who accepts every form of privilege in life as if it were his due, and does not express gratitude at any time to anybody, is a contemptible ingrate; whereas the spirit of thankfulness is a sign of nobility.

We can seldom thank those immediately responsible for the favors and advantages we enjoy in life, but we can thank God, the ultimate source of all goodness. A man who forms the habit of thanking God sincerely for life's blessings will not be ungrateful to his fellowmen through whom those blessings are mediated. But the truest evidence of a thankful heart is not expressed in words, but in a dedicated life. A life consecrated to increasing the sum of good in the world for posterity to enjoy manifests the highest form of gratitude and justifies the privileges bestowed upon it. It is a good thing to give thanks unto the Lord.

ARTHUR C. WICKENDEN, DENISON, '15

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INFORMATION FOR SUBSCRIBERS . . .

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We asked graduates ten years out of college: **WHAT WOULD YOU SUGGEST TO MEN NOW PLANNING THEIR CAREERS?**

This advertisement is another in a series written by G-E employees who graduated ten years ago—long enough to have gained perspective, but not too long to have forgotten the details of their coming with the Company. These graduates were sent a questionnaire which they returned unsigned. The quotes below represent only a sample of the suggestions received. For a free mimeographed copy of the full list of comments, write to Dept. 221C-6, Schenectady, N. Y.

"The advice should go back to the sophomore level and it would be to take as many fundamental courses as possible instead of specializing in one field during junior and senior years. The specialization will come as a matter of course due to participation in a phase of engineering occupation after graduation."

"Obtain working experience in all the jobs you think you know nothing about and avoid your primary interest the first year out of college. Ignore geographic location when selecting a job. Even Schenectady is an enjoyable place to live when you've been there long enough to know how to appreciate it. Respect and admire your boss or change bosses."

"Too many of today's graduates are hypnotized by the glamor fields of rockets, jets, etc., whereas they are overlooking good opportunities in the old standard lines."

"Come with G.E., take advantage of opportunity to find field of most interest and possible reward. Don't jump to any foregone conclusions, and don't hurry to find a 'permanent' job."

"This is for freshmen . . . Go to a school that will give you an excellent background in fundamentals of physics, math, mechanics, and materials. Spend at least 25 to 30% of your time in the study of humanities. Forget about machine shop and drawing courses and practical application. Get your practical experience eventually from a company. In a few years you will be worth 10 times more to them and yourself than the so-called practical student."

"Be thoroughly grounded in engineering fundamentals. Experiment in your likes and dislikes by trying several jobs. Work for a company that helps you do this."

"I think the General Electric Test Engineering Program is the ideal employment for the graduate engineer. He should spend the full time on Test with many assignments to obtain the background that will be of utmost value to him."

"Don't specialize too much. Get your fill of math, physics, and so-called liberal arts."

"Don't be afraid to change either training or vocation if you find you don't like it."

"Get a line of work in which you are sincerely interested; it should be a pleasure to get up and go to work in the morning."

"It is a rare thing, one to be cherished as a golden opportunity, to be able to move around on rotation, look over the best facilities and opportunities of a company and thereby be able to make a much more considered choice of where, finally, to work. These things are all possible on the G-E Test Course."

"The most pleasant life seems to be in the sales end of the business. This is what I would tell the college man to strive for—if he is fitted for sales work."

"If you don't find your work interesting after five years or rewarded with responsibility and money after 10 years—quit."

"I have worked with hundreds of young fellows since I was on the Test program. Only a few of them knew exactly what they wanted a year or even two years after graduation. One advantage of working with a large company is that it gives them an opportunity to observe a broad field of activities—everything from betatrons to garbage disposers—locomotives to guided missiles. The most important thing in selecting a job is choosing one that will keep the individuals happy, contented and satisfied."

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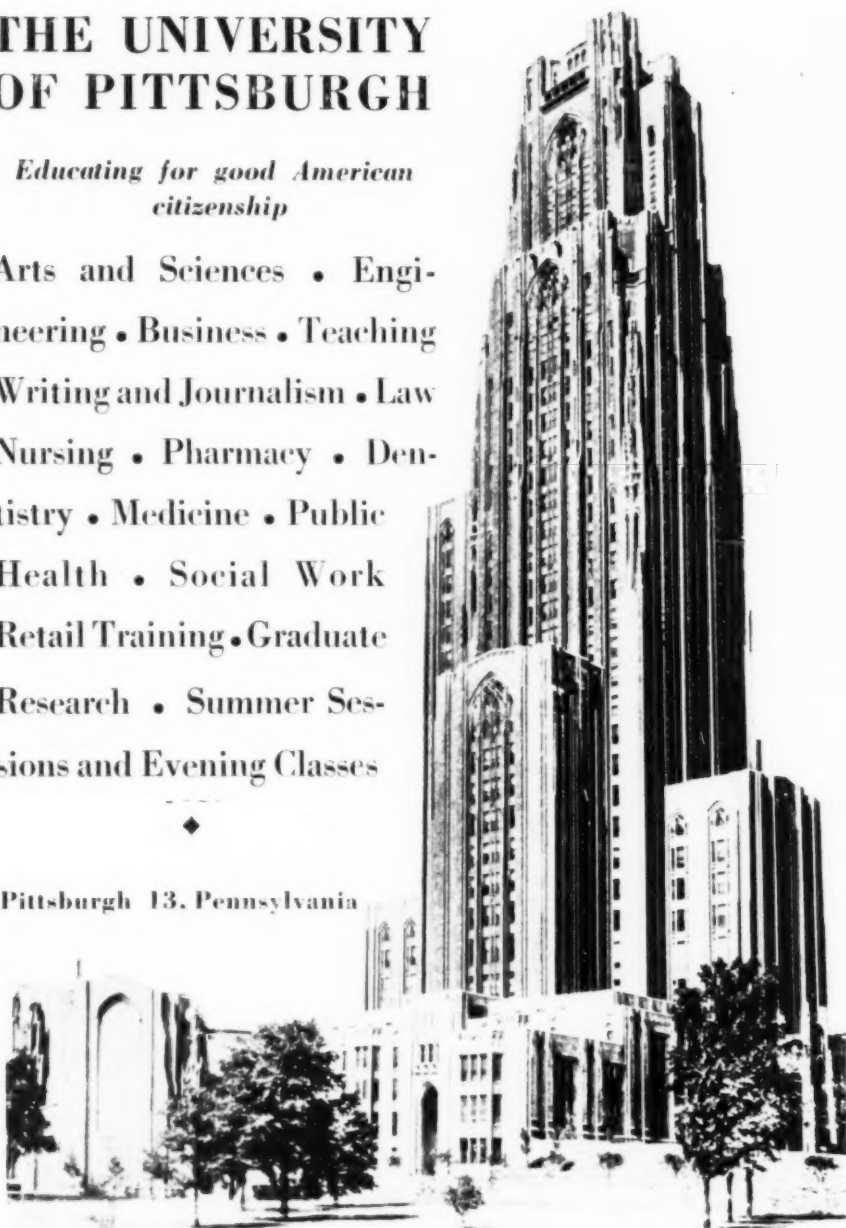
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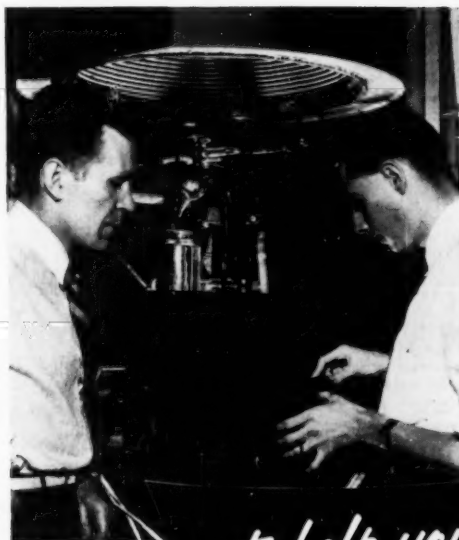
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SENIOR PLACEMENT IN SMALL BUSINESS

JOHN F. MEE, Director

*Bureau of Personnel Relations and Placement, School of Business
Indiana University, Bloomington, Indiana*

In addition Mr. Mee is also Professor and Chairman of the Department of Management.

After serving as Placement Manager at Ohio State University until 1939, he joined the faculty of Indiana University where he has been ever since except for occasional leaves of absence. During the war he was head of the Officer Appointment Section of the Adjutant General's office and Chief of Military Personnel of the Air Transport Command. He was discharged with the rank of Colonel. Subsequently, he served as Commissioner of Revenue for the State of Indiana and is Executive Director of the Indiana Tax Study Commission.

Mr. Mee is also a consultant to the executive office of the President and worked with the President's "Little Cabinet" in formulating a plan to provide candidates for major positions in public service. He is also Chairman of the Indiana University Athletics Committee and Big-Ten Representative.

Mr. Mee is the Editor of the Personnel Handbook and a member of the following organizations: Academy of Management, President; Society for the Advancement of Management, Assistant Vice President; Controllers Institute of America; American Psychological Association and the Industrial Relations Research Association.

IN each college graduating class, there seem to be boys who are interested in being placed with smaller companies rather than the nationally known corporations which have personnel representatives visit the various schools every year. College placement officers, in order to accommodate these seniors, are often confronted with the problem of making contact with companies too small to have representatives recruit on the campus.

Prevalent Placement Practice

Although over 400 business firms follow a policy of recruitment by campus visitation in many of the 1300 colleges and universities, the coverage is spotty. Most of the personnel recruiters plan an itinerary that covers only the colleges that have organized placement services and easy access to train and plane transportation. Inasmuch as the personnel representatives can adequately fill their firm's personnel requirements in this manner, there is little need to exert the extra time and effort required to hunt, find, and sift candidates in schools off the beaten transportation tracks with less effective placement services for their seniors. Thus the easiest placement of college

seniors is accomplished by colleges with organized placement services with larger business firms that have their personnel representatives recruit on the campus. In this manner the college placement officer can place several seniors with one firm at one time. Also the college recruiter can obtain several men in one day at one school to fill his procurement and training quota.

The prevalent practice just described is efficient and effective as far as it goes. However, the practice certainly does not assure college seniors that they are realizing all of the best placement opportunities since they are limited to large firms that recruit regularly and nationally or sectionally. Neither does this practice assure the college recruiters that they are getting the best possible talent for their organizations. Seniors are missing excellent opportunities in smaller firms. College recruiters are missing excellent men in smaller schools.

College placement officers who have a sincere interest in providing the most suitable opportunities for graduating seniors may well study the vast placement potential in the smaller firms of the country. There are hun-

dreds of smaller firms that have need of young college graduates in a wide geographic area. Such firms, however, may have need for only one or two men a year. In addition, their chief executives usually have little knowledge or skill in the practice of college recruitment. Instead of seeking needed young men in the colleges, they wait and hope that the young graduate in engineering, business, or arts will knock on his door for a job. The energetic and enterprising college placement officer has a real challenge and opportunity to provide a mutual service to these small business firms and qualified college seniors. His major problem is to get them into contact with each other.

Small Business Placement Program

Once a college placement officer accepts the challenge of extending the services of his office to the smaller firms, he also accepts the privilege of exerting much more effort, planning, guidance, time, and patience in the interests of his seniors. He deviates from his easier placement activities and embarks on a more difficult program. He starts such a program with his own mental attitude toward the problems ahead. He must decide that such a program is worthwhile and that once started he will pursue it for a fair period of time. Desired results from a program of college placement in small firms are not realized quickly. There is first a period of preparation, education and promotion before success in such a venture is enjoyed. Once the college placement officer has his own mental attitude properly and honestly adjusted to the program and problems involved, his next step is to start working with the seniors who express interest in job opportunities in small business organizations as contrasted to larger firms.

Experience has disclosed that oftentimes college seniors who express interest in working with small firms have erroneous conceptions or mistaken beliefs concerning the actual operations and work environments of small busi-

nesses. They often have a fear or dread of entering a large company. They think they may be "lost" in such a company or be exploited in some way. In such instances, seniors will sometimes rationalize their problems and say that they want to work for a small company. They hope that the small organization will be more friendly and comfortable. Therefore, the college placement officer who aspires to a successful placement record in small business must know with relative certainty which seniors are sincerely interested in small business. He must also have some assurance that such seniors are willing to pay the price of time, effort, patience and cooperation with him to obtain such opportunities. For reasons well known to the placement officer, it is usually much easier to get a job offer from one of the larger firms than a small company.

Advantages and Disadvantages

In order to know the seniors who earnestly and sincerely want job opportunities in small business, the placement officer must take an estimate of the situation with each senior on the subject. In personal conferences, he must take the time and effort to be sure that his seniors know the advantages and disadvantages of employment with small firms. During a personal conference on the subject of the senior's career such advantages and disadvantages should be mentioned and discussed so that the senior can arrive at an intelligent decision. There is no good substitute for a thorough personal discussion in this respect either individually or in small groups.

Some of the advantages of job opportunity that may be realized in the small firm are: (1) closer personal relationship to the top executive; (2) possibility of buying into the business; (3) more informal work environment; (4) more varied and extensive experience; (5) chance to grow if company expands; (6) less competition from other employees; (7) less

subject to travel or moving one's home (8) possibility of marrying daughter of the boss.

Some of the disadvantages of employment in small business are: (1) advancement is dependent upon judgment or whim of one man, the top executive; (2) possible favoritism may be shown to members of family of the boss; (3) training informal and dependent on top executive; (4) little chance for promotion in position since few executive jobs exist; (5) possible complete family control of the business; (6) uncertain pension rights and other personnel services such as group insurance, hospitalization, vacation periods, etc.; (7) opportunity limited to one geographic location (8) starting salary and increases dependent upon individual bargaining position with top executive.

Preparatory Work Necessary

Once the placement officer has discussed job opportunities in small business with interested seniors and knows the sincerity of their purpose and the number in the class who desire such opportunities, he is then prepared to start making contacts for them. During the course of the personal conferences, the placement officer will have gained additional information to guide him in developing contacts with small business firms such as: (1) main geographic areas in which seniors desire to locate; (2) types of jobs desired such as industrial engineering, sales, accounting, chemical engineering, general training. It should be remembered that small business firms do not have the specialized starting jobs found in large firms like credit analysis, market research, purchasing, personnel, investment analysis, traffic or engineering research (3) kinds of business operations preferred such as retailing, wholesaling, manufacturing, commercial banking, finance companies, insurance companies or the like.

Armed with the knowledge that a sufficient number of his seniors are seriously interested

in small business and the nature of the job opportunities and geographic locations preferred, the placement officer can then proceed to cultivate interest among a sufficient number of selected small business firms in hiring graduating seniors. Without first gaining the information described above, the placement officer may do more harm than good in making contacts with small business. Before he starts to cultivate small business executives and generate their interest in employing recent college graduates, he must have qualified young men with the proper mental approach to the situation to recommend and introduce to them. Otherwise, there may be created a state of poor public and personal relationships between the school and small business.

Contacts With Small Business

The college placement officer has numerous ways at his disposal to establish senior placement contacts with small business firms. Some of the more successful and fruitful methods are described as follows:

State Trade Associations—The executive secretaries of trade associations such as bankers associations, chain store councils, grain and feed dealers associations, real estate associations, retail hardware associations and the like, may be used as local points of contact with small business firms in their industries. Inasmuch as the executive secretary of the trade association has several means of communication with his membership, he may easily inform them of the availability of qualified young graduates.

As an example, the Indiana Bankers Association for the past several years has provided all of the member banks in Indiana with a short personnel qualification statement of the graduating seniors from Indiana University who are interested in an opportunity in commercial banking. Member banks who receive this information and are interested in employment of a senior upon graduation, have indi-

cated their interest to either the individual or the college placement officer. Several seniors have found excellent job opportunities in banks through this procedure. Similar results have been obtained through other trade associations. It is merely a matter of getting the information on the qualifications of the young seniors before the top executives of the small companies.

Local Chambers of Commerce — Local Chambers of Commerce may be used in a manner similar to the trade associations. Whereas the trade association may be used to establish contact with specific industries, the local Chamber of Commerce may be used to establish contact with firms in a given city or town. If proper contact is established with the Chamber of Commerce secretary, he is usually pleased to bring the qualifications of graduating seniors to the attention of the small businessmen among his membership. It is an added service that he can provide his member organizations. The method used is to provide his member companies with a brief statement of the personnel qualifications, interests and availability of graduating seniors. Interested executives in small business firms then make contact with the college placement officer or the individual. Inasmuch as this method often results in placements of the Chamber of Commerce executive secretaries themselves, it can be developed into a very fruitful avenue of selected placement by geographic location in small business organizations.

Published directories of business firms such as Dun and Bradstreet, Poors, Moodys, State Industrial Directories and Classified Telephone Directories are also valuable sources to obtain job leads in small business firms. It is necessary for the college placement director to decide first upon the geographic areas in which he wishes to make contacts and then select from one of the aforementioned directories the business firm, its address and name of the top executive. This information may

either be compiled on cards or in a list form. Once this is accomplished it may then be used by either the graduating seniors themselves for personal letters of application and personal visits, or by the college placement officer if he has the facilities to write personal letters explaining the placement service of his office.

The United States Employment Service in many localities can be helpful in placing graduates with small businesses. In many communities the small employers use the service of the U.S.E.S. Furthermore, in most communities the U.S.E.S. gets few registrations from graduating seniors. If proper relationship is established with the managers of the U.S.E.S. offices, they are usually happy to have the registrations of the graduating seniors as an additional service of their office.

Through any one of the above avenues the college placement officer may establish contacts with top executives in small companies on either a geographic, type of industry or type of business basis. The personal contacts may be made by either the placement officer himself or by the graduating seniors making contact direct after using the lead lists of the placement bureau.

Maintenance of Lead Lists

In establishing a placement program in a small business, it is essential for the placement officer to realize that his success will be only as good as the contacts he establishes and develops. From the prospective small business firms he selects from the directories and obtains through commercial and trade associations, he will only realize successful results in a small percentage of them. Therefore, he must constantly work with his lead lists and keep them revised. He must keep discarding the names of the firms which do not respond to his letters or avail themselves of his placement service. In place of the names he discards, he must continually add new firms to his initial list. Obviously, he will in time

develop a fruitful list of small business firms who desire to use his placement service and who are interested in employing young graduating seniors. Each year he can place a greater number of seniors among his small business prospects and add a few new names. This process can go as far as the placement officer has qualified seniors to place in small business. If the placement officer is a good public speaker, he can augment the impersonal methods by accepting invitations to speak before service clubs, luncheon clubs, and professional associations. During the course of his address he can use a "plug" for his placement interest in small business. Many personal contacts can be made in this manner which result in the placement of graduates.

Senior Letters and Interviews

If the graduating seniors use the lead lists of the placement office, they should understand that the results obtained will depend greatly upon the appropriateness of their personal interviews. Comment will not be made about letters of application here as that is a complete subject in itself. However, it must be understood by the senior that a letter of application at the most can only gain him a personal interview with an interested employer. A personal interview is almost always necessary to accomplish a job offer.

To effect a successful placement program

in small companies, placement officers and seniors also should be cognizant of the difference between the interviewing techniques of large and small firms. Personnel representatives of large firms are skilled at interviewing, making the senior feel comfortable and important, and guiding the conversation. Any senior who has experienced such interviews may find an interview with the executive of a small business a sharp contrast.

The small business executive does many things besides interviewing. In fact he very infrequently engages in hiring interviews. Therefore, the college placement officer may profitably brief the seniors concerning conduct of an interview with the top executive of a small company. In such cases the senior must be prepared to present his qualifications, interests and abilities in a pleasing manner without having them extracted from him by a skilled interviewer.

Summary

The college placement officer in starting a program to place seniors in small companies faces the following problems: (1) whether or not the results may be worth the additional effort; (2) ascertaining the sincere interest of the seniors in small firms; (3) establishing and developing initial contacts with small companies through commercial and trade associations, published directories, and personal speaking engagements; (4) building a fruitful lead list of small firms for use of seniors; (5) constant follow-up and improvement of lead list; (6) care in making personal contacts for seniors by letter and visit and (7) briefing the seniors on the difference in interviewing techniques between top executives in small firms and skilled personnel interviews from large firms. Such a program diligently pursued for several years can result in many excellent job opportunities for seniors. Quick results in senior placement in small firms are unlikely.

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PHILADELPHIA 4

EDUCATING THE WHOLE MAN*

H. PAUL ABBOTT, *Director of Education*

Insurance Company of North America, Philadelphia, Pennsylvania

Before accepting his present position, Mr. Abbott served as Flight Instructor, Squadron Commander and Lieutenant-Commander in the United States Naval Air Corps from 1942-45. He is co-author of the primary flight training manual.

A graduate of Princeton University, Mr. Abbott is active in the American Association of University Teachers of Insurance, member of Executive Board; Insurance Company Training Directors Association; American Society of Training Directors; Training Directors' Society of Philadelphia, President; various regional college placement officers associations and the Board of Trustees of the Ransom School.

In the proposed constitution of the Southern Placement Officers Association under Purpose and Program I read the following:

The program of the association shall be such as will engender a spirit of cooperation between industry as the employer and the college or university as the agent for the employee.

THE significant words are *the college or university as an agent for the employee*. What do those words mean to the university and what do they mean to the placement bureau? The connotation of *employment agency* may be acceptable to most placement bureaus, but it will not sit well with most college faculties. Many of the latter deny that they have any employment or placement responsibilities. They will concede the necessity for a meeting ground for employer and student. They will grant the need for a special vocational record-keeping section, but they stop there. To me that is the crux of the whole problem and the primary challenge to associations of placement officers. If we meet this challenge, the fruit of our efforts will be "not just a job, but proper placement."

I suspect I have not made my point clear. Perhaps I can clarify it by mention of a parallel problem in industry. A friend of mine was talking the other day about personnel people in industry and facetiously remarked "Don't look now, but their insecurity is showing!" He referred to the frequent cry of personnel people that their companies do not have clearly outlined personnel policies, that

personnel men do not have enough authority or prestige in their organizations, that they are understaffed, underpaid, underbudgeted and underspaced. They state (and how truly!) that the personnel department offers little more than a place for exit and entrance interviews and a space to store records. Many, many personnel departments are nothing more than that. But will more staff and more money correct that situation? Should not management withhold larger budgets until personnel departments face up to the full fact and meaning of their staff function and relationship? Personnel and training are true functions and responsibilities of *line* management. Until line management recognizes this, there can be no personnel policy. No amount of personnel staff and authority can foist a personnel policy on the line organization. The gigantic personnel bureaus in government which are lavish in their use of both money and manpower confirm this conclusion. They are the result of empire-building department heads who are more concerned with personal prestige than they are for the primary mission of their departments.

Line Management—Its Personnel and Training Responsibilities

Line Management in industry is only just waking up to its personnel and training

*Based on a talk given at Southern College Placement Association Meeting, Gatlinburg, Tennessee, November 29, 1951.

responsibilities. It has taken severe disruption of communications, lowered employee morale and unsatisfactory labor relations to open the eyes of management to their personnel and training responsibilities. Today you see Management Development Programs springing up throughout industry and one of their primary purposes is to keep before all levels of line management their personnel and training responsibilities. Where this has happened, personnel men are coming into their own because they are needed. They are technical advisors, coordinators and administrators of these vast and far reaching programs. Money, staff and space are theirs for the asking because the value of their contribution is recognized. No longer are they mere hiring agents and record-keepers and their prestige has become that of the professional consultant, trainer and teacher of management.

Is there not, perhaps, a parallel in the college placement situation today? On far too many campuses is not the placement bureau nothing more than a meeting ground for students and representatives of industry with a record section thrown in? Moreover, will this condition not continue as such until college and university faculties acknowledge their responsibility for the *whole* boy, not merely for his academic mind? On the day that faculty members realize that they are preparing their students for successful civic, professional and business lives, on that day they will turn to placement officers for help and advice. Placement officers have a wealth of information which faculties need know if they ever intend to carry out their proper mission. They are not turning out fully mature graduates. They are not turning out men who succeed in business or profession *because of* knowledge and attitudes achieved in college; rather they are turning out men who succeed *in spite of* their college experiences and who fail for lack of well-rounded development.

Placement in University—Its Obligations

Like personnel in industry, so placement in the university is a bigger responsibility than any one department can carry alone. It is my belief that the primary mission of associations such as this is to awaken university faculties and administrations to the fact that their first and greatest responsibility is to prepare students for the responsibilities of citizenship and for successful business or professional careers. They must have their eyes opened to the fact that successful career guidance and placement is their goal and that placement bureaus are equipped to help them achieve it. The placement director who thinks that placement is *his* sole responsibility, the placement director who is jealous of *his* placement prerogatives and resents faculty efforts to place students, the placement director who does not oppose the faculty's tendency to dump all placement responsibility on him, the placement director who cries for more space, personnel and money before he or she has awakened the faculty to its placement responsibility is either an empire-builder, a comparative newcomer to the field, or an individual of limited vision! Especially in your large state universities, successful placement of all graduates without utilization of existing members of the faculty would necessitate manpower in numbers approaching equality with the faculty itself.

When the faculty realizes its placement responsibility, then placement directors will have a challenging training job on their hands, as challenging a job as personnel men in industry have when they teach line management to cope with its personnel and training responsibilities.

Somehow, we of universities and industry must convince our collegiate faculties that they are failing and failing badly in their primary mission which is to educate and develop the *whole* man, not merely his academic proficiency.



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THE MAGIC OF RETAILING

FRED C. FISCHER

*Vice President for Personnel and Industrial Relations
Macy's, New York City*

Mr. Fischer has been in the Personnel and Labor Relations fields for the past 18 years. After graduating from the University of California in 1929, he spent five years in California as an Account Executive in Advertising.

In 1934, he became Director of Publications at the University of California. In 1941 he joined the Association of San Francisco Distributors, and as Vice President, handled Industrial and Labor Relations for over 200 firms.

Three years later Mr. Fischer became associated with the Douglas Aircraft Company as Manager of Industrial Relations for their seven plants in California, Illinois and Oklahoma. In December, 1948, he became Manager of Employee Relations at R. H. Macy & Co., Inc., in New York, and in November, 1950, was made Personnel Administrator of Macy's, New York.

DEEP in the ruins of ancient cities have been found the tools of commerce—the earthenware, the weights and measures, the papyrus scrolls, the notched sticks and stones—the paraphernalia of the market place. But this is not all that has survived. The enchantment of the market place, too, has endured the tides of history. Carried over land by caravan, over sea by flotilla, the necessities and luxuries of life were brought to market where people came to buy at retail. And they came to laugh and to dance and to see, and to enjoy the whole sense of excitement around them.

Retailing will probably never lose the fascination of its early beginnings. It is a thrilling, exciting, throbbing welter of human activity which, down through the years, has brought fame and fortune to hundreds of people who have been captivated by its romance. The business is filled with magic.

When a man merchandises a hoe with skill he has not alone satisfied himself, his employer and his customer. He has hired the people who mined the ore, those who shipped it, docked it, finished it into the metal with which the business end of the hoe is made. He has put to work those who chopped the wood in some thick forest and those who finished it off. When he sold the hoe he gave mere work to those who put the steel and the wood together; to the many men and women who stocked it, wrote ads for it, and sent it

on its way through air, over land and over sea. And he has helped sustain everybody who works in his store.

Retailing has captured the sparkle of the things it purveys . . . whether they be fashioned in Tibet or the western plains, Naples or Biloxi. This legacy of the finished product has brought to the industry a radiance that has spilled over to its jobs and made them colorful, stimulating and spirited.

Work is Dramatic

Working in a modern retail store is dramatic, but no picnic. There are many resolute outcries and fiery interruptions. "I didn't want my ad for the cheaper handbags in the Times; I asked for the News. What are you doing to me!" That from a wounded accessories' buyer. "What in the world is the reserve doing with my girdles!" pleads the junior merchandising assistant. "I can be first with these blouses if you'll hurry just once!" sings out another merchandising assistant to a vendor. And while problems are being squared away, the telephone rings four times, and a selling floor supervisor swears that he needs eleven more salespeople by one o'clock or he won't be responsible for anything.

Behind this whirling scene, there is a backdrop of contemplative thought. For while things move along at a good clip, responsible executives reflect their management training

by setting aside the pauses required for organized planning and direction. But anyone who craves tranquility should avoid the whole business for there will probably never come a time in a large retail store when it won't take real action to get the right merchandise on the counters at the right time. On the other hand, there is something sharply alive about the unexpected with the result that one is never bored. On the whole, a man's associations are enjoyable and stimulating even when apoplectic for moss cannot grow on minds that are quickened. This means that, in general, one's associates are wide-awake, capable and fun to be around.

Sometimes a spurious glamour grows up around the department store business just because of the electricity that shoots through it. This is the glow, not the fuel that fires a hard-hitting, profitable operation. A flair for high style and a fine Italian hand are not the only tools necessary to beat last year's figures.

There is a place in retailing for workers of all talents, for retailing offers perhaps a greater variety of jobs than any other field. The typical large department store usually has around 800 different job classifications involving different duties, skills and responsibilities. Of course, the smaller stores employing 50 people or less do not have anything like that number. They have the same basic functions, though, and the people who work in them have the same opportunities to learn—and often faster. Many of the smaller units do brilliant merchandising jobs and provide the beginner with rich experience in most of the fundamental phases of retailing. Young men and women who contemplate merchandising as a career should not overlook the fine possibilities for experience and development in the smaller companies.

Publicity and Promotion

Big city stores are complex fabrics, thoroughly interwoven. Back of the people at

the sales counters are those who indirectly sell both the merchandise and the store itself through advertising, publicity and other creative promotion. A young man or woman might begin here as a junior writer, production clerk or artist. After brief encounters with starting positions, opportunities frequently arise for jobs concerned with direct-to-customer promotion mailings—an assortment of handbills, brochures, sales letters and other printed material which is sent periodically to selected publics. Other possibilities present themselves in the advertising operation which turns out a steady stream of ads for the local newspapers. Here, samples of merchandise must be pictured by hand or camera, copy written to fit layouts, be utterly correct (cotton? mauve? washable?) and meet a relentless press deadline.

Other promotion personnel are busily engaged in such matters as music festivals, radio programs, fashion shows and interior and window display. Display calls for creating and collecting props, blending sets, signs and lighting to show off merchandise in an eye catching way. Up in the stratosphere of promotion are the various chiefs of production, art and copy; and public relations people who handle special events and supply information to press and public.

Personnel

The size and functions of the personnel staff vary from store to store depending upon a good many things. Essentially, however, all personnel offices are occupied with the business of interviewing, job analyses, training, labor relations and communications work. Personnel people see their prime responsibility as one of developing an effective working force through their day-to-day dealings with employees at all levels. Everything they do is centered upon the practical working job of unburdening operating executives of the multiple personnel problems that arise in an

elaborate work situation. Most progressive stores have a wide variety of employee services such as medical facilities, cafeterias, recreation rooms, clubs and group activities. Heavy quantities of psychology, sociology and economics are frequently considered by many personnel directors as good preliminary equipment for personnel jobs. Courses in labor unionism are also helpful since the management of employees has become a complicated, sensitive affair that calls for good grooming in the labor laws.

Analytical Jobs

For every sale of hand lotion on the main floor, there is a formidable mass of paper work upstairs. Large firms have great fiscal activities which worry about such things as inventory control, merchandise control, accounts receivable and payable, operating expenses and blizzards of statistics. Here are jobs for clerks, bookkeepers and accountants—people with analytical minds. Controllers will say their employees must have vision, too—the ability to see beyond the figures to a network of relationships affected by them.

Management

Behind the scenes of the large operation is a mammoth task force known sometimes as operations, or management. Great numbers of non-selling workers are needed to make the selling operation smooth, swift and efficient. Armies of maintenance and repair people, alteration and fitting experts, merchandise receivers and packers, warehousemen, are all part of this background. Add, too, mail and phone order departments and a battery of adjustment personnel who tussle with complaints and correspondence. The bigger stores have laboratory personnel to test merchandise and nearly all will have service supervisors who work on the selling floors and make sure that customers are served and satisfied. Comparison shoppers are employed by many companies in order to draw a bead on pricing policies of competitors.

The jobs issue of Mademoiselle is May

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Mademoiselle

A Street and Smith Publication

Selling

Beyond all things, a retail store is a selling organization. Everything it does converges towards the sole objective of selling goods that will satisfy the buying public. Any effort that cannot be harnessed to this idea is at variance with it. Typically one-third of the work force is engaged in selling—the business of presenting the store's goods to customers over the counter. Buyers and their assistants stalk the markets looking for the right merchandise to be ready for sale at the right time. They also hover over the selling operation because they realize that all the astute buying in the world will add up to nothing unless the merchandise is properly and intelligently sold. The top buyer's job is a good deal like running one's own business, since each department in a large store must pay its own freight.

The buyer's job is no place for a second rater. He must plan the personality and character of the department, estimate volume months in advance, keep enough stock on hand but not too much, reserve enough money for timely purchases. He frets about stock turnover, decides what to advertise and display, wrestles with mark ons, mark ups and mark downs and offers creative suggestions to vendors. "Making the day" and "share of the market" are idioms that haunt him. On this lively treadmill, much balm can be found in salaries which usually run well into five figures a year. The job calls for a trader's instinct, superb stamina and an exultation in licking powerhouse odds.

Merchandising

Buyers consult with a variety of company merchandising specialists who mesh many gears and are usually seasoned experts in certain kinds of merchandise. Many organizations will employ a sprinkling of stylists, coordinators and fashion councillors who con-

cern themselves in various ways with creating style theses throughout the store. These people work out garment combinations, develop new promotion ideas and generally see to it that the merchandise is style-right. Their ideas have to sparkle and so must their salaries.

The most common route by which college graduates enter the merchandising field is via the Training Squad Programs which are in operation in almost every large retailing organization. These programs are calculated to supply selected young people with the training and experience necessary to qualify them as successful merchandising executives. The industry looks upon Squads as reservoirs from which to draw its executives of the future. Applications for Training Squad are normally made in person or by letter and many organizations will send representatives to college campuses where they talk to interested persons in accordance with arrangements cleared in advance with the institutions concerned. Most firms will look for personable young people who have shown qualities of leadership in their curricular and extra curricular activities. Prior retailing experience or training is helpful although not always required. Companies seek adaptable individuals with rounded personalities and vitality that sparks, yet is well channeled. A practical business intuition coupled with an aesthetic sense won't hurt. In general, firms want young men and women who like to move fast and will contribute imagination and energy to the business.

Interviewing Candidates

A balanced mixture of subjective and objective measurements guide company placement officers in the selections they make. Candidates are usually interviewed by placement executives first, then talk informally with key officers of the company. Sometimes tests are used as aids to selection but scores are never a sole determinant. Training Squad Programs vary in content ranging from ap-

prenticeship to highly formalized plans. One involves assigning the individual to an introductory job from which he is given an opportunity to progress as he develops capacity to take on responsibilities. The other is keyed to the principle of job rotation and includes class room work coupled with lectures by senior executives and Training Department personnel. The ultimate objective of all types of Training Squad activities is to develop top executive material at a pace that is determined almost wholly upon performance and operating conditions.

Women really wear the pants in department and specialty stores. In the last decade there has been a feminine invasion of executive positions and, as of now, women have almost equal chances with men to win promotions.

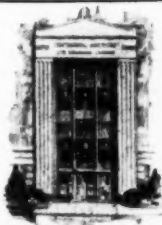
These conclusions are drawn from a survey conducted by the New York University School of Retailing in which 119 leading department and specialty stores cooperated. The stores added over twice as many women as men to their executive staffs during the last ten years. Women are found everywhere as buyers, fashion coordinators, training directors, advertising managers, merchandise managers, personnel directors and as vice presidents and presidents. Fifty of the eighty-three employment managers are women. The girls practically monopolize jobs as fashion coordinators (97.9%) and training directors (83.3%). While they hold less than 5% of positions at the very top of the totem pole, they inundate the merchandising divisions where they occupy 43.3% of the available positions. These figures shouldn't surprise anybody since high

color sense and a flair for fashion are predominantly feminine traits.

Statistics

Everything about retailing is vital, including the statistics. Of the 30,000 employees found in the 24 leading United States department stores more than 7,200 are executives. This means a rousing ratio of 1 executive to every 9 non-executives. Of the executive group half are under 35 years of age and nearly half earn over \$5,000 a year. 30% of the executives earning \$5,000 or more are 40 years or under. 12% earn 10 to \$100,000 a year and 25% of these are 40 or under. From any angle, executive careers in retailing are big and bright. Promotions are frequent and salaries are high. Company personnel programs are equally dynamic and include spic and span working conditions, pension and profit sharing plans, liberal vacation and sick leave benefits, intensive executive development programs and career blue-printing that is penetrating and intelligent.

The roots of retailing are, in truth, hidden in the dim mists of antiquity. The industry has flourished through many thousands of years even as one civilization gave way to another and today, still, is faithful to its heritage. It has surged forward and earned a significant place in American business. Its methods are up to date, its manners are urbane and its future is assured. For whether by caravan or rocket, it must eternally reach out to the four corners of the earth and bring to man the things he wants and needs to survive. The business is indeed blessed with the magic of the ages.



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FEDERAL AGENCIES AND COLLEGE RECRUITMENT*

EDWARD MCCRENSKY, *Director of Civilian Personnel*

Office of Naval Research, Department of the Navy, Washington, D. C.

Since joining the Federal Civil Service in 1939, Mr. McCrensky has held positions in the Department of Agriculture, United States Civil Service Commission and the Department of the Navy.

During 1951 he was granted an extended leave of absence from the Office of Naval Research to serve as consultant on scientific personnel recruitment to the Director, Operations Research Office, of Johns Hopkins University.

Mr. McCrensky's professional affiliations include Field Chapters Officer and member of the Personnel Research Committee of the Society for Personnel Administration; formerly member of the Executive Committee, Washington Chapter of the Society for Advancement of Management. He is author of "Wartime Developments in Federal Placement Practices," a chapter in Placement and Probation in the Public Service, published by the Civil Service Assembly of the United States and Canada; "Examining Programs of British Scientific Societies," "Some Trends in Human Relations Research," Personnel Administration.

Mr. McCrensky received his A.B. degree from Boston College.

HOW can federal agencies do a better recruiting job among the colleges? What stake do college placement officials and faculty advisers have in meeting this problem? How may improvement of current relationships contribute beneficially both to governmental activities and to colleges and universities?

A real understanding of the problems suggested by these questions is based on an appreciation of the dynamics, past and present, of college-federal agency relations. These dynamics include supply and demand fluctuations, industrial and other competition for recruits, prestige factors and the social and political climate of the period.

In broad terms, the cause and effect relationship would appear to be keeping the colleges constantly informed of career opportunities for their graduates existing in the federal Civil Service and then recruiting for the public service a fair share of the more promising graduates. In reality, however, there is vast progress to be made in substantiating this apparently simple process. Certain revisions are necessary in the outlook of the colleges and in basic federal recruitment

policy if there is to be material improvement in quality and numbers of federal recruits.

Few federal agencies appear to have the personalized cooperation of college officials enjoyed by representatives of numerous industrial and business organizations. Although federal recruiters when visiting colleges are uniformly treated with courtesy, cooperation does not usually include identifying the most promising graduates, arranging for the federal recruiters to interview them, and after the recruiter has left encouraging the students to consider favorably the prospects of employment in a federal agency. Yet, this pattern does exist between representatives of many industrial organizations and these same colleges. This difference between federal agencies and industry in basic relationships with colleges is not accidental or necessarily based upon a greater interest of college faculty and placement officials in the opportunities offered by private corporations. It is rather the product of a long-range policy diligently pursued by these companies: namely, one of establishing and supporting year in and year out the maintenance of effective personal and public relations with selected colleges. This policy includes annual, or more frequent, personal visits; active participation in annual meetings of regional college placement officers and

*The opinions stated in this article reflect the personal views of the writer and do not necessarily represent the official policy of the Department of the Navy.

distribution of pertinent company literature. Consequently, college faculty and placement personnel are kept well informed of the specific kinds of work opportunities available, promotion and utilization policies, training programs sponsored, working conditions, and other concrete information that would help in the making of effective placements.

In contrast, among the federal agencies there does not appear to be any long-standing recognition and support of this kind of policy. During periods of acute personnel shortages, swarms of federal recruiters make intermittent visits to numbers of colleges. Their success is usually very uneven as there is a wide range of personnel representing federal agencies. There are frequently marked differences in their training as recruiters, their knowledge of the jobs for which they are recruiting, their personality and appearance and their general capacity for gaining acceptance either from the colleges or the students.

Suggestions for Strengthening Federal Agency-College Relationships

Fruitful relationships between colleges and federal agencies cannot be based upon sporadic distribution of Civil Service announcements and intermittent visits to the colleges without continuity by differently skilled representatives.

A dearth of meaningful facts now exists concerning the many kinds of federal employment available, agency promotion policies and training programs, geographic location of particular employment and other incentives to the college graduate. Yet this is the stuff of which successful recruitment is made. It is strongly urged, therefore, that federal agencies seriously concerned with recruitment of promising college graduates adopt and support, despite possible budget and other fluctuations, a long-range policy of cultivation of an understanding of their personnel needs by

colleges from which they expect help. Secondly, if such a policy is adopted, the accomplishment of personal visits to these colleges and general responsibility for maintaining this relationship should be assigned as a continuing assignment to identifiable individuals on a full-time basis, if possible. Such individuals should have a comprehensive understanding of the policies and objectives of their agencies and know the specific requirements and duties of the positions for which they are recruiting. It is very important that this policy be supported year-in and year-out even though at certain periods there may not be urgent personnel requirements. At such times, representatives might keep the colleges advised of future recruitment plans.

A second area of potential improvement involves a clearer appreciation by college placement officials of the many difficult and complex factors involved in federal recruitment, particularly as a result of administrative and legal restrictions. The federal Civil Service is legally based upon the merit principle; consequently, consideration for positions vacant must be available to all citizens on the basis of their qualifications. The implementation of this principle, however, frequently results in involved appointment terminology, time lags in effecting appointments, and in the recruiter being unable to offer firm assurance even to the most promising applicant of employment by a specific deadline. As these external constant factors influence strongly the flexibility of federal recruitment as compared to industrial recruitment, understanding of these factors and tolerance for them by student advisors and students will immeasurably aid federal recruitment.

A current deterrent to successful federal recruitment of promising college students is the government's prestige as reflected in the press. Each peccadillo of a federal official, each headline charge of waste and overstaffing, whether real or fictitious, diminishes

federal recruitment potential. Yet, ironically, much of this bad "press" is accepted without critical discrimination as applicable to the entire federal government by the same people who admit that the public interest requires for the federal service qualified personnel of the highest integrity and ability. This uncritical acceptance of the government's adverse publicity and extension of its implications to practically all federal agencies and their component activities are a real threat to positive hope for enlisting really qualified personnel to the service of their government. The very word "government" has become an over-sized abstraction that can not be translated into any concrete reality. It is necessary that the outlook of large numbers of our faculties and students toward the workings of their government be reoriented. New light must be thrown upon the popular but erroneous concept of "government" as a single entity, a national myth doing irreparable damage to the cause

of the public service. It is not really rational to try to conceive as an individual entity a number of diverse organizations that aggregate two and one-half million civilian employees with an annual payroll of six and one-half billion dollars, including almost every conceivable human endeavor. It is obviously necessary to repudiate adverse generalizations as not being attributable to an abstraction that hires 4000 new employees each workday with a total complement more than the aggregate of the nation's largest corporations.

To obtain a proper perspective of the work of the federal agencies, it is necessary to regard what is labeled as the "government" as a confederacy of a large number of individual agencies, bureaus and field activities, each with a high degree of individuality of administration and uniqueness of program. Each large agency of a department is in effect a composite of a number of very large-scale, significant individual programs.



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Active Public Relations Program Needed

An appreciation has to be created among faculty and students of the broad and varied operations and objectives of particular federal agencies and departments which have vacancies for college graduates. This, of course, can not be done by the colleges alone, but requires an organized, active public relations program not only by the individual agencies and departments of the federal government but by their central personnel agency, the U. S. Civil Service Commission. Such a program to be profitable should furnish concrete rather than general information about employment for which federal agencies are conducting recruitment. For example, categorizing research and development in the government as a specific career objective for science and engineering students will not especially help them to project the work situations available. Federal research and development is spread over 120 large research departments, bureaus and field laboratories covering a diverse variety of research efforts under a different framework of working conditions and personnel policies. It does not even help in developing a picture of a real career opportunity to confine the frame of reference to the Department of Defense, where research and development becomes translated in terms of an annual budget of one billion dollars. When the focus is drawn on a single agency, such as the Department of the Navy, there is some possibility of conveying an understanding of the specific career opportunities that may exist.

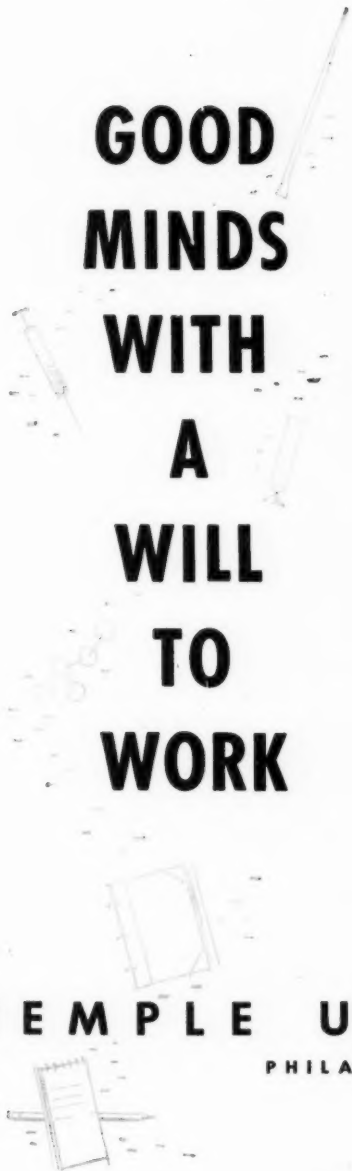
Yet, even in the Department of the Navy, naval research is divided among six bureaus and 34 large field activities, each employing 100 or more civilian research scientists and engineers. To produce, therefore, an adequate understanding of the personnel requirements of the bureaus and major field activities, individual relations with colleges have to be established, as discussed previously, on as broad a basis within the Department of the

Navy as may be compatible with reasonable comprehension of the locations and programs concerned. For example, it may not be possible for a bureau headquarters recruiter to represent adequately the diverse opportunities of all the activities of that bureau. It then becomes necessary to delegate responsibility for representing their personnel needs to major field activities. The headquarters office must assure that this decentralization be accompanied by clear-cut uniform recruitment policies and standards for maintaining good relationships with the suppliers of personnel.

Change Needed in Popular Conception of "Government"

Changes in the popular conception of "government" that will result in a broader understanding of the individual major activities that make up the government will be of a real significance to both the colleges and the federal agencies. Colleges will find unlocked a great volume of career opportunities in innumerable occupations that will draw upon the training received by their students. Many of these opportunities are unique to governmental agencies, and will provide interesting careers. Secondly, this kind of understanding of the composition of government may create a deeper understanding of the unique problems involved in the recruitment of qualified scientific and professional personnel by governmental agencies and consequently help implement their recruiting objectives.

The burden of the responsibility, however, rests upon the governmental agencies themselves and every possible technique and medium should be used toward promoting a better and sounder understanding of their activities. This should include, in addition to what has already been discussed, exchange programs with university faculties, summer work programs for both students and faculty members and frequent consultation with college placement officials regarding their point of view on performance of the recruitment job.



GOOD MINDS WITH A WILL TO WORK

Dr. Russell H. Conwell thought of Temple University as a place where young people with good minds and the will to work might secure the advantages of higher education. That remains the guide and purpose of this institution.

More than half of the deserving and qualified young men and women who attend our undergraduate colleges today engage in outside employment. Yet their scholastic attainments have won for them and for Temple University a place of high distinction among American institutions of higher learning.

Good Minds and Work! That is still the best formula for success . . . in education and in life.

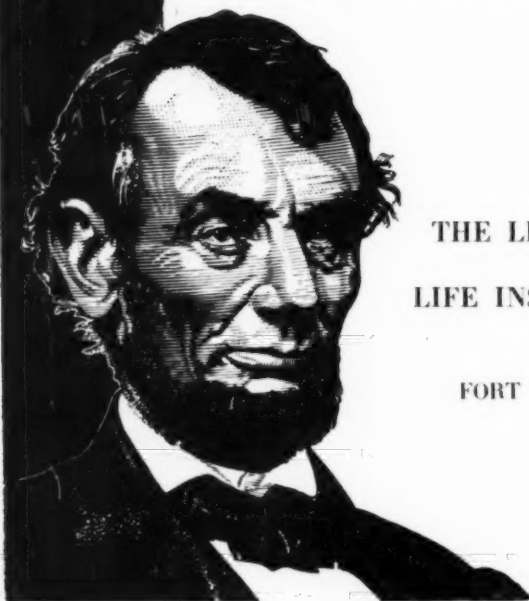
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THE NEED FOR A BROAD PATTERN OF EDUCATION AS A BASIS FOR PLACEMENT

H. D. PICKENS, *Chairman*

*Placement Committee, Associate Professor of Psychology, Education
Carson-Newman College, Jefferson City, Tennessee*

Before coming to Carson-Newman, Dr. Pickens was head of the Department of Education at Mississippi Southern College. He also served that state as Assistant Director of the Schools and Colleges Division, National Youth Administration and as Director of Supervised Teaching at the University of Mississippi.

Dr. Pickens received his A.B. degree from the University of Mississippi, his A.M. from the University of Chicago and his Ph.D. from the University of Michigan.

MANY of us still remember in the depth of the depression a rather serious popular movement to turn the leadership of this country over to Howard Scott and Technocracy. There were strong sentiments abroad that all the other segments of society had failed. A stranger might get that same general impression on attending one of our placement meetings. It might appear from some of our general discussions that we too had decided that the one great need of our country was for all the colleges to devote their full resources to the task of turning out trained engineers!

We all recognize that we are living in the Atomic Age. None but the intellectually blind would argue against the great contributions made by the men of science. Both our National Defense and "Butter" programs are in urgent need of more and better trained engineers. Many of us believe that the world is also in need of highly educated people in many other segments of our society. In fact history will tell us that social and spiritual "engineers" have usually preceded the civil engineers in civilization's march of progress.

As placement officials, naturally we are greatly concerned over the general nature of the type of product our colleges are producing for us to place in the right positions. This is as it should be. We can only place the personnel colleges committed to our care. We are happy to note that the leaders in industry and business have stressed the basic need for

the colleges to produce a "Mature Personality." The educational "ingredients" that should go into the education of this well-developed, well-rounded individual, has been the topic of much discussion and of more than necessary arguments among our educational philosophers. The Master Teacher tried to show us a long time ago that it was not becoming, not even common sense, for one part of the body to assume that it was more important than other parts of the body. We would be wise to urge our colleges to produce individuals with a well-rounded, well-balanced, sound education.

What Thorough Education Includes

This "either-or" philosophy has always been a great handicap to true education. Real education should have always been a strong intelligence with a fine personality, plus a liberal arts, cultural, academic education, crowned by the "know how" technical, professional training for a specific vocation. Only the ignorant or the prejudiced will argue the sufficiency of either one or two elements out of the whole. The world laughs at the "educated fool." We all pity the man that has learned to *make a living* but has failed to learn *how to live*. The idea of a "highbrow, bookworm" education of a Gentleman should certainly have no place in our democratic, practical America. However, it seems logical to admit that during the four years of under-

graduate work the primary foundation work of developing a strong personality with a broad academic education must not suffer by postponements or conflict with the pragmatic. One might as well argue for the building of a roof over a house before building the foundation and the walls, as to argue for technical, professional education before the individual has developed a mature personality with a sound liberal education. This argument over the relative importance of various major aspects of education is just about as foolish as the old classical debate over the relative importance of *inheritance* and *environment*. Sane people have come to the conclusion that we are a product of the interaction of the two and that the independent elements do not exist. Fortunate will be the day when educators will cease this foolish civil war over the relative importance of the major phases of education and accept the need of each in the total program.

Cooperative Endeavor Will Produce Solutions

Likewise in the fields of human progress when something goes wrong we are forever trying to show that it is the other group's fault. If the financial leaders had not been ignorant, our banks would have not failed; if

the social teachers had done their job, we would not have had a war; if the spiritual leaders did their jobs, we would not have so much corruption! And so we go, criticizing and blaming each other when actually we should take a look at the total world's problems and work together toward ultimate solutions.

If we look at the total world's problems it will be evident that we need a great variety of individuals to meet these needs. We should encourage our colleges to continue the time-tested broad education for these varied needs. Certainly we should all invite constructive criticism and constantly revise our programs to keep them keyed to the times. On the other hand, I do feel that our present program, tested by hundreds of years of experience and experimentation, is producing a much sounder group of educated youth than some of our critics would have us believe.

We work in our placement offices in a strategic, intermediary position, attempting to place this great mass of students with their individual differences and varied interests, in the endless panorama of the work of the world. Let us keep our educational programs, our placement services and our placement meetings attuned to this larger perspective.



HE WHO WORKS with his hands is a laborer. He who works with his hands and his head is a craftsman. He who works with his hands, head and heart is an artist. And he who works with his hands and his head and his heart and his feet is a salesman.

—The Employment Counselor 9/50

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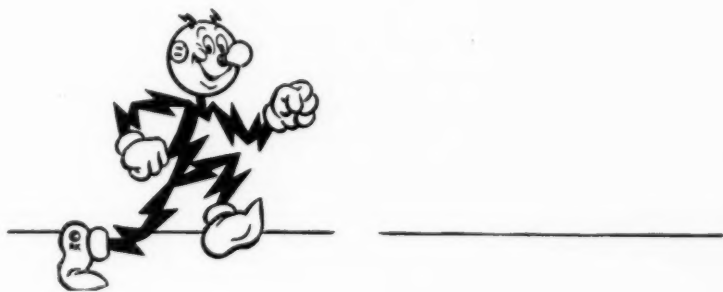
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PHILADELPHIA ELECTRIC COMPANY

OPPORTUNITIES AWAITING GRADUATES IN THE CHEMICAL INDUSTRY

ERNEST C. BARTELL

*Manager of Training and Technical Employment
and*

THOMAS L. MCCLINTOCK

Assistant to the Manager, Merck and Company, Inc., Rahway, New Jersey

Elected to Phi Beta Kappa at Princeton University from which he received his B.S. degree, Mr. Bartell served Phillips Exeter Academy as a full-time instructor and football coach. He then entered industry as Director of Personnel for Allegheny Ludlum Steel Corporation in Pittsburgh. From there he moved to Merck where he is responsible for all phases of education and training, including executive development and the securing of suitable technical, executive and administrative personnel.

Mr. McClintock began his business career as a process engineer in New York City for the Texas Company. After receiving his M.S. degree in Chemical Engineering from Rensselaer Polytechnic Institute he joined Merck as a production supervisor on cortisone and synthetic Vitamin A, for approximately two years before accepting his present position. During the last war he served in the United States Navy and now holds the rank of Lieutenant, Junior Grade, in the reserve.

IN discussing employment opportunities in the chemical industry, we should first limit the scope of the term "chemical industry." In this paper it shall mean the manufacture of such items as plastics, synthetic rubber, soap, medicinals, pigments, dyes, synthetic fibers and all items commonly referred to as fine and heavy chemicals. It shall not include such products as food, glass, metals, natural textiles and petroleum. We shall also limit the term geographically and consider only the chemical industry in the United States.

Even within these bounds we can say that employment opportunities in the industry currently are almost unlimited for college graduates. Positions available, of course, are affected by economic cycles, but because the chemical industry is the fastest growing nationally, it is less likely to be affected drastically by business recessions than other phases of the economy. So important is this industry to our welfare and very existence that this has aptly been called the chemical century.

Because of the unbelievable growth of the chemical industry during the past few years, we can now hear sounds from the other side

of the world; we can look across our entire continent; we can make glass that floats, wood that doesn't burn, "rubber" that contains no rubber, "silk" that contains no silk, shoes without leather; we can fly faster than any bird; we can swim deeper and farther than most fish. We have practically wiped from the face of the earth such dread diseases as smallpox and typhoid and yellow fevers; we can control pneumonia and other infections, diabetes, rheumatoid arthritis and malnutrition; we can ease pain. As a result of these and other medicinal and hygienic discoveries we have increased the expected span of human life from 35 to 63 years during the past century.

Since 1914 more than 200,000 products have been made or created in our chemical laboratories. Some of these more commonly known products are nylon, rayon, artificial rubber, dyes, detergents, antibiotics, cosmetics and artificial gems. But with all of these marvelous products in an endless variety of forms, we are just at the beginning of the chemical century.

For example, when we entered the first

World War, our chemical industry was so insignificant that we were hard-pressed to carry on the war at all. It is true that we made a few heavy chemicals like sulphuric and nitric acid and caustic soda in great quantities, but our weakness was that we had no diversity of products and hardly any organics.

Industry Growing Rapidly Since 1916

The war gave us an opportunity to break away from a patent system that had made the expansion of the chemical industry in this country almost an impossibility. With our entrance into the war, foreign patents were made available to U. S. chemical manufacturers. As a result, from 1916 to 1920 the industry grew in this country as if by magic. Coal-tar products, phenol, dyes, pharmaceuticals, perfumes and nitro products were some of the most important chemicals developed during these years. In a period of four years

we had a great and new industry, independent, for the most part, of any foreign country. Total sales of chemical products in 1916 amounted to 1½ billion dollars; in 1920 the total was 4 billion dollars. The growth was not magic, however, but the result of considerable planning, research, hard work and the expenditure of large sums of money.

The recent growth of the industry can be seen in the sales figures for the years 1939 through 1951 as provided by the U. S. Department of Commerce. The figures indicate average annual sales in millions of dollars for chemicals and allied products:

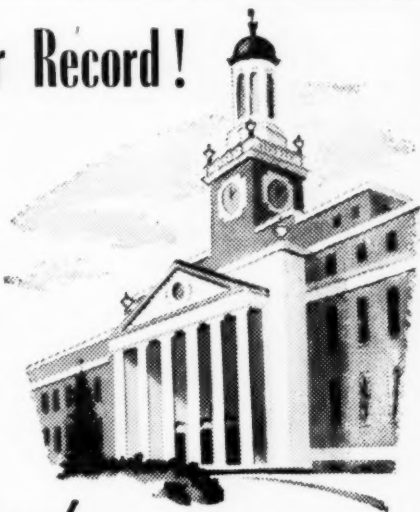
1939	\$4,350	1946	\$11,000
1940	4,360	1947	13,700
1941	6,550	1948	14,750
1942	7,275	1949	13,760
1943	8,810	1950	16,610
1944	10,050	1951	19,000 (approx.)
1945	10,140		

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During the past thirty-five years or in one generation, therefore, the chemical industry has grown from one of relative insignificance to the third largest in the country, surpassed only by public utilities and petroleum.

Many Phases Yet to Be Explored

Yet with all this phenomenal growth, indications are that the important era lies ahead. For example, there is the field of protein chemistry with its secrets of animal life to be explored and developed. There is photosynthesis chemistry with its equally important secrets of plant life. Other areas for development are coal chemistry, hormone chemistry and nuclear chemistry. This last type is particularly important since it indicates a new phase of chemistry. During past years chemists, for the most part, have worked with and within molecules, but in nuclear chemistry they will be working within the atom itself. An entirely new world of chemistry, as a result, is a real possibility. It should also be mentioned at this point that nuclear chemistry will put greater emphasis on the inorganic chemist, long overshadowed by the more dramatic organic scientist.

Employment opportunities in the industry are commensurate with the growth and importance of the industry itself. These opportunities are inherent in the dynamics of the industry, but equally important is the fact

that there is a decreasing number of graduates coming from our colleges from year to year. We have been reliably informed, for example, by the Office of Education in Washington that the number of male graduates available for employment in the forthcoming years will decline as shown by the following figures:

1951	275,000 (male graduates)
1952	205,000
1953	202,000
1954	178,000
1955	167,000

The shrinkage of technically trained graduates is in about the same proportion:

1951	38,000 (engineers)
1952	26,000
1953	20,000
1954	17,000
1955	18,000

The number of scientists is of the following magnitude:

1951	47,000 (graduates in science)
1952	36,000
1953	33,000
1954	29,000
1955	?

The shortage of technical manpower can be pointed up even more sharply by citing the employment experience of a few leading organizations in the chemical industry last June:

	Engineers Needed	Engineers Employed	Scientists Needed	Scientists Employed
duPont Company	600	350	550	300
Union Carbide	467	330	157	78
American Cyanamid	125	84	97	78

Obviously, therefore, the employment opportunities in such a situation are vast and varied. In the broadest sense, college graduates in the chemical industry will be called upon to do two things; 1. produce and distribute products; 2. develop further the technology of the industry. These two categories can be

sub-divided still further. The first will, of course, include the administrative and staff functions of conducting a business as well as actually producing and selling, while the second will include the multiplicity of specialties required in research and development.

Non-Technical Graduates

While the industry itself is founded on technology, there exist many opportunities for liberal arts and business administration graduates. The field of corporation finance, for instance, is only slightly modified by the type of product being made. A sound educational background in business and finance is the primary requisite, not training in science. A graduate could expect to begin with on-the-job training designed to correlate his academic background with the specific work of his company. In a competitive economy there is virtually no limit to the prospects of a man who can do a superior job administering the financial operations of a corporation. Advanced degrees, while not vital, are advantageous, particularly specializations in such fields as investments, foreign exchange and taxes.

Since all business is continually concerned with legal regulations and contracts, the chemical industry affords extensive opportunities for lawyers; and because of tremendous research activity, the industry offers special opportunities to patent attorneys. In the latter field, however, it is quite often necessary to have previous training or experience in chemistry or chemical engineering.

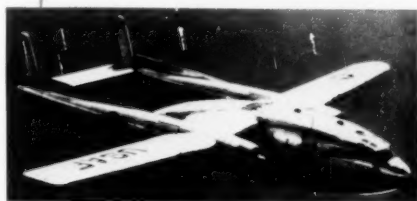
The field of labor relations also represents a growing area of opportunity in the chemical industry. Although specific problems vary from one company to another, these variations are not sufficient to require any specialization beyond that obtainable in any work experience. Probably the best qualifications for entering such a field would be a combination of labor law, psychology, economics, human relations and the ability to influence people.

Quite often, persons with degrees in economics or business will begin as accountants and progress to controller or to a specialty like auditing or tax work. However, it is becoming increasingly necessary to have a technical

background in the field of chemistry or chemical engineering in order to do cost accounting or cost standards.

The trend towards a technical background is apparent also in all phases of marketing. Salesmen, purchasing agents, experts in market research and commercial development must have the background to discuss the technicalities of their products. In some areas of the industry, there are extensive opportunities available in marketing for persons with liberal arts backgrounds, but in the fine chemicals field, the requirements almost universally include a background in the specific line of products. For example, a company selling medicinal chemicals would require salesmen with knowledge of pharmacy or biological sciences. A salesman of heavy chemicals would need a knowledge of chemistry or chemical engineering.

It must be noted that even though chemical industries are using technically trained men



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in more and more fields formerly considered the domain of the liberal arts, the massive growth of the industry is continuing to increase the actual number of positions available for non-technical graduates, and the paths of advancement to higher management from these positions are still very much in existence. In addition, the increasingly critical shortage of technical people may, temporarily at least, reverse the trend toward a wider use of technical graduates in non-technical work.

Technical Graduates

It is in the fields of chemistry and chemical engineering, however, that the broadest range of opportunities exist in the industry. The range is so great, in fact, that a high degree of specialization has developed.

A chemist, for example, should decide in his early college years what type of work he intends to pursue. While the most spectacular developments in recent years have been in organic chemistry, there are tremendous fields opening in the inorganic area. The separation of radioisotopes from atomic reactors and the production and isolation of fissionable materials are among the monumental achievements of inorganic technology as alluded to above. Other promising applications in this field lie in processing lower grade metal ores and in developing means of economically producing such metals as titanium and tantalum. Another great field of inorganic chemistry may very well be the recovery of materials from the sea. This is being done even now but on a minute scale compared to the possibilities.

In any case, it is necessary for a chemist to decide in college whether he is going to major in organic or inorganic chemistry. The fields are simply too large for catch-all generalizations. Specialization in the component parts of the industry, such as hydrocarbon chemistry, plastics and other high polymers, fine chemicals, pharmaceuticals, etc. is usually not necessary at the bachelor degree level. Given a sound fundamental background, a chemist

can often better assimilate these specializations in the course of his experience.

Generally speaking, a chemist would start work in one of the principal functions of research, control or production. While actual supervision in production is becoming more and more the job of the chemical engineer, many industries offer excellent starting positions for chemists in this field. A chemist interested in production should at least acquaint himself with the principles of engineering and the economics of chemical production.

Control work is the province of the analytical chemist. This work requires a thorough background in chemistry and analytical techniques. Specializations in physical methods of analysis, such as spectrophotometry or X-ray diffraction, can open up many interesting possibilities.

Research

Probably the greatest efforts in the field of chemistry are being made in research. It is in this field also that the greatest degree of specialization exists. However, these specializations are commonly acquired through experience. Research chemists usually work on fundamental research or applied research; these are often not interchangeable. The choice is usually one of aptitude, but there is not a great difference in the preparation for either; both require above-average proficiency as chemists. Advanced degrees, while in themselves no guarantee of or prerequisite to success, are advantageous in that they provide the chemist with additional tools to work with that would otherwise have to be gained by experience. The desired fundamental traits of a research chemist are a thorough knowledge of his field, an organizing and at the same time an analytical mind and an overpowering interest in his subject.

The greatest single shortage in the industrial picture at the moment seems to be of chemical engineers. It is the chemical engineer who must take the ideas of the chemist

and translate them into finished products. He must develop the process from test tube success to factory operations, and he must design the equipment and supervise its operation. Obviously, then, there are opportunities for chemical engineers in all phases of production, research and design.

Again the choice is one of aptitude. The best preparation for all these functions is the same, a sound education in chemical engineering fundamentals. The unit operations behave the same whether the product is gasoline or synthetic vitamins. The specialization is the practical know-how that is obtained only by practical experience. While it is true that two engineers working on a synthetic rubber process and a synthetic medicinal process will encounter vastly differing problems, the fact still remains that they will both use the same theory to solve their problems.

Production engineers must possess, in addition to technical competence, the tact and diplomacy to lead men. In most cases they will begin as factory process supervisors and as such will direct the efforts of the factory operators. They must also appreciate the economics of the process and direct operations toward maximum efficiency.

Engineers in research must be very strong in theory and possess the analytical approach necessary to sift out large masses of data and come up with the significant facts. A high degree of creativeness and imagination are also essential. These qualifications, which usually distinguish research engineers from production engineers, unfortunately cannot be taught. The problem is recognizing them. Sometimes the distinction is obvious; at other times it takes much on-the-job experience to determine where a man's interests and aptitudes really lie. For this reason, many companies have training programs in which a graduate engineer is rotated from one function to another for a year or more, with the idea of determining by experience his optimum talent. Other companies have formalized courses in

economics, management and company activities to develop aptitudes in young engineers.

The third type of chemical engineering, design work, is separate from production and research. The problem here is tactical rather than strategic. The design engineer is seldom called upon to recommend process changes. It is his job, given a process, to design the equipment so as to carry out the process in the best manner possible. Since the efficiency of the designed equipment can often make or break a process, the importance of a good design engineer cannot be overestimated. Again the primary requisite is a sound chemical engineering background.

In all of these engineering functions, production, research and design, the chemical industry is looking for the same man—a competent engineer. The difference is mostly a matter of emphasis.

Finally, it should be mentioned, unfortunately without further development because of limited space, that the chemical industry needs many other types of technical graduates besides chemists and chemical engineers. There are, for instance, many opportunities for microbiologists, biochemists, biologists, pharmaceutical chemists, endocrinologists, neurologists, physicists, medical doctors, veterinarians and all types of engineers. The chemical industry is thus a cross-section of all industries so far as employment opportunities are concerned, since it touches all other industries.

We thus come out where we began: because of the tremendous expansion of the chemical industry during the past generation with the future fairly staggering the imagination, employment opportunities should be unlimited. All that is needed on the part of the college graduate are reasonable ability, a thorough grounding in science, technology, or other specialties and a conscientiousness in his work. The true wonders of the chemical century are still in the future, and in that future there is an important place for competence.



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EMPLOYER OPINION SURVEY

ELIZABETH M. PARKER, Assistant Director, Placement Service
University of North Carolina, Chapel Hill

Busy college placement directors wonder if it is worthwhile attempting to get employer reaction to graduates placed with their companies. Below appear the results of a study conducted by Miss Parker, who is convinced that the results obtained were worth the effort.

The findings of this survey are valuable as a tool by which both the faculty and the placement service may measure the effectiveness of their efforts to prepare and select satisfactory candidates for employer openings.

Miss Parker was previously assistant to the Dean of the School of Commerce. Before coming to Chapel Hill, she taught shorthand, typing and English in public schools. During World War II she served with the Women's Army Corps.

Miss Parker earned her A.B. degree in English at the Woman's College of the University of North Carolina and A.M. degree in Vocational Guidance at Columbia University's Teachers College.

IN an effort to learn how graduates of the University of North Carolina, out of school about a year, were getting along in their first jobs after college, the Placement Service conducted an opinion survey of employers in business and industry.

We were pleased that reaction was so generally favorable to our graduates, but the most surprising result of the survey was that over 90 per cent of the 139 employers to whom questionnaires were directed responded promptly. (Of the 301 questionnaires mailed, 39 per cent have been returned.) Comparing these returns with the usual 50-odd per cent response of student and alumni groups in previous surveys, we decided that quite a few employers must share the opinion expressed by one of their group: "Your follow up survey on graduates is to be commended highly. We appreciate the opportunity to be of any assistance possible."

Before proceeding with an analysis of the results, several facts about this study should be explained.

First, the entire class of 1950 was not included. Students rated were those (1) who received the AB or BS degree; (2) who registered with the Placement Office (a voluntary service); and (3) who reported as their employer the name and complete address of a business, industrial firm or non-military and non-educational government agency.

Second, this was not intended as a statistical

study. Our purpose was to submit to employers a brief and simple questionnaire which would be easy and expedient to complete.

Third, while our office was interested primarily in the evaluation of the graduates we had assisted in finding jobs, we were eager to make the results of this study available in readable form to the instructional and advisory staff of this university. The report to the faculty consisted of the following points.

1. A brief explanation and summary of the study.
2. A table analyzing jobs by major and work category
3. Tables, by majors, covering
 - a. General appraisal of work performance
 - b. Separations
 - c. Evaluations of
 - (1). Adequacy of college training
 - (2). Attitude in general
 - (3). Ability to get along with others
4. General remarks
5. Specific comments about individuals.
(There were 123 of these, which we quoted in full. Naturally, the name of the employer and of the graduate was not divulged, but the student's major, as well as his job, was indicated before each statement.

In presuming that the actual results of this survey are of little interest to persons outside

our university, only a minimum of space is devoted to a brief summary.

Summary of Study

In their *general appraisal of performance on the job*, employers rated graduates as follows: Excellent, 30%; Good, 51%; Fair, 8%; Poor, 3%. Only 8% failed to record an over-all employee rating.

As for *separations*, approximately 23% of the graduates followed-up changed jobs within one year, only three of whom could not receive a recommendation. Military service accounted for about one-fourth of the separations.

Evaluation of certain points were as follows:

	Favor- able	Unfavor- able
Adequacy of college training	93%	7%
Attitude in general	90%	10%
Ability to get along with others	93%	7%

Employers' Comments

Warranting more space is an analysis of the general remarks and specific comments volunteered by employers. Certainly their complaints and compliments are not peculiar to our institution.

Listed alphabetically below are descriptive words and or phrases considered favorable. The number of times a term, or its synonym, was mentioned is indicated.

3 Aggressive	2 Mature
1 Ambitious	5 Outstanding
1 Attentive	1 Poised
1 Capable	5 Promising
1 Civic-minded	3 Sincere
2 Conscientious	1 Well-rounded
5 Cooperative	3 Ability to think
5 Diligent	6 Eager to learn
2 Efficient	2 Good judgment
3 Energetic	1 Good mixer
1 Enthusiastic	1 Takes criticism well

Two employers offered these rather significant comments:

"Wonderful attitude, especially by comparison with average."

"Attitude much better than average college man."

Unfavorable terms, fortunately, were fewer in number.

- 1 Disloyal
- 2 Feeling of superiority
- 2 Immature
- 1 Indifferent
- 3 Lack of confidence
- 6 Lack of initiative
- 1 Lack of professional attitude
- 3 Over-confident
- 6 Too eager for advancement
- 3 Lack of long range viewpoint

More emphatic than the brief listing above were the following complaints—to quote a few.

"Do not think this man considered his responsibility to us in going through a long training period and then resigning to enter his brother's business."

"I do not like the attitude of most of your graduates . . .

"I wonder just what you teach these young fellows. They can't spell, neither can they do simple things such as finding the number of square feet in a plain room.

"Just what do they learn except to expect to be made vice president of a concern 2 weeks after employment? They don't seem to want to earn their pay by serving a period whereby they learn the job at less than the maximum pay for experienced men."

Liberal arts majors who tend to shy away from a placement service because of competition with business administration majors can find encouragement from the following remarks. (1) Of a geology major now selling building materials, his employer commented:

"His college training taught him to think, and I consider that important. He seems to be able to solve his problems pretty well and I expect him to make a good man for us after he has had a few more months of training."

(2) The most gratifying report received con-

cerned a graduate who had a very poor scholastic record, plus an honor violation.

"Am pleased with this man's ability. He is mature and has taken hold of his job with energy and purpose. He has done an exceptional job considering he was completely untrained for the work. I am sure that few graduates could have done better despite the fact that this man was not an outstanding student nor rated as brilliant in IQ tests. He does have energy, aggressiveness, ability to feel the sales situation, and a pleasing personality."

In conclusion, here is a summary of the important aspects of this study of employer opinions.

1. It provides teaching and advisory staff (including the Placement Service) with a first-hand knowledge of the characteristics considered important for success in business and points up the weaknesses of less satisfactory employees.

2. Since the Placement Service screens can-

didates for employers who request it, it is important to know how the graduates recommended are working out. Such a study further acquaints the staff with the type of individual who proves most satisfactory in particular jobs and with particular companies.

3. Unquestionably, a study of this kind is the most convincing source of information for students, many of whom are inclined to discredit *practical* suggestions from academicians.

4. Of considerable importance is this evidence of employers' willingness to cooperate with the university in its effort to evaluate its training for business and to discover the causes of dissatisfaction with graduates who enter the business world.

5. Good and inexpensive publicity for both our school and the Placement Service is one of the most rewarding results. A news story about this survey printed by many state papers resulted immediately in an employer's request for one of the graduates he had been reading about!

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TRENDS IN THE EMPLOYMENT OF COLLEGE AND UNIVERSITY GRADUATES IN BUSINESS AND INDUSTRY 1952

A SURVEY OF 142 WELL-KNOWN BUSINESS AND INDUSTRIAL CONCERNS

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Dr. Endicott is well-known to the readers of the Journal who include many in the placement-recruitment work.

His annual survey has appeared in the magazine during the past few years because subscribers find his results helpful and have requested that his study be printed.

THIS is a report of the sixth annual survey of policy and practice concerning the employment of inexperienced college and university graduates in business and industry. Each year a selected group of well-known companies are invited to supply information which is of interest to employers, colleges and universities, and to the students themselves. These concerns are mainly the large and medium-sized corporations which have developed cooperative relations with higher institutions in order to bring into their companies each year a number of inexperienced college graduates. Almost all of the reporting companies regularly send representatives to various campuses to interview applicants.

This year reports were received from 142 business and industrial concerns in time for inclusion in the report. Care has been taken not to identify these companies in any way.

Sources of Data

Survey forms were filled out and returned during the period from November 12 to December 7, 1951. Although there were reports of a possible cease-fire in Korea, the war continued, and there was increased restriction on the use of certain strategic materials. The full impact of industrial expansion to meet both

military and civilian needs had not yet been felt. A large percentage of the men in the graduating classes were scheduled for induction into some branch of the military services.

The reporting companies represent a variety of business interests, as follows:

Machinery and heavy equipment	11
Food Manufacturing and Processing	13
Drugs and Chemicals	8
Banking, Insurance and Investment	16
Steel and other metals	9
Retail Store—Mail Order	10
Gas and Electric Products	10
Utilities	6
Oil	8
Carriers	3
Automobiles	3
Paper	4
Light Manufacturing	15
Building Materials	3
Printing and Publishing	2
Textiles—Apparel—Shoes	3
Tires and Rubber	2
Public Accounting	4
All others	12

**The Employment of Inexperienced College Men During the Past Year and for Next Year as
Reported by 127 Companies**

Field	Past Year		Next Year	
	No. Companies	No. Men	No. Companies	No. Men
<i>Engineering</i>				
Kind not stated	27	2553	28	2678
Mechanical	44	853	44	1084
Industrial	9	111	9	89
Electrical	21	530	21	570
Chemical	21	451	22	727
Civil	11	90	11	87
Architectural	1	40	1	60
Metallurgical	4	24	4	34
Other	12	309	12	317
Total Engineering		4961		5645
Accounting	70	1077	70	1165
Advertising	26	101	20	81
Chemistry	39	398	41	432
Economics	12	42	10	37
Finance	13	87	10	84
General Business Trainees	44	1004	44	982
Insurance	6	80	4	90
Law	18	54	11	45
Marketing	8	305	8	312
Market Research	16	47	11	43
Merchandising	10	396	10	439
Office Management	11	45	9	48
Personnel	38	111	33	120
Physics	13	273	15	263
Production	28	214	26	266
Sales	47	1067	49	1253
Secretarial	6	38	7	41
Statistics	15	33	12	32
Time and Motion Study	29	135	26	171
Other Fields	20	695	20	674
Total Non-Engineering		6192		6578
Grand Total		11,153		12,224

**The Employment of Inexperienced College Women During the Past Year and for Next Year
as Reported by 59 Companies**

Field	Past Year		Next Year	
	No. Companies	No. Women	No. Companies	No. Women
Engineering	10	23	4	17
Accounting	11	54	12	78
Advertising	6	19	6	24
Chemistry	14	33	13	59
Economics			1	1
Finance	1	3	1	2
General Business Trainees	10	215	11	229
Insurance	1	7	1	10
Market Research	1	46	3	52
Merchandising	6	196	5	212
Personnel	13	21	9	16
Physics	2	6	2	6
Sales	2	9	3	7
Secretarial	23	258	26	357
Statistics	5	12	4	16
Other Fields	13	87	11	93
		989		1179

Colleges Contacted as Reported by 121 Companies

Employment Contacts Last Year		Will Contact More Schools Next Year	Will Contact Fewer Schools Next Year	Will Contact Same Number Next Year
No. Companies	No. Schools			
15	5 or less	6	1	8
29	6 to 10	14	3	12
35	11 to 20	21	4	10
28	21 to 30	11	3	14
6	31 to 40	5		1
5	41 to 50		2	3
3	over 50	3		
121		60	13	48

Starting Salaries for College Men as Reported by 126 Companies

Field	Number Companies Reporting	\$200 or Less	\$201 to \$225	\$226 to \$250	\$251 to \$275	\$276 to \$300	\$301 to \$325	\$326 to \$350	\$351 to \$375	Average Starting Salary
Engineering	96		4	7	38	35	11	1		\$305.00
Accounting	77	1	5	12	19	30	10			\$275.00
Sales	70	3	1	13	18	29	5	1		\$275.00
General Business Trainees	66	2	5	12	18	21	6	1	1	\$271.00
Other Fields	35		1	5	11	9	6	3		\$284.00
Average Starting Salary All Fields										\$283.00

How Present Starting Salaries Compare With the Figures for June, 1951

Field	No. Companies Reporting	Same as June, 1951	Higher Than June, 1951	Average Percent Increase
Engineering	95	49	46	7.1%
Accounting	76	41	35	6.4%
Sales	71	45	26	6.2%
General Business Trainees	65	38	27	6.1%
Other Fields	35	19	16	6.1%

Average Salaries—7th and 13th Months

Field	No. Companies Reporting	7th Month	13th Month
Engineering	84	\$324.00	\$343.00
Accounting	68	296.00	312.00
Sales	63	298.00	319.00
General Business Trainees	58	290.00	308.00
Other Fields	30	301.00	321.00
Average All Fields		302.01	321.00

It will be noted from the accompanying tables that industrial concerns hope to employ an increased number of college men from the 1952 classes. The total of 12,224 is approximately 10% greater than the number hired by these same companies last year. In the field of engineering, the increase is 14%.

Note the following estimates by engineering educators concerning the number of men graduated from our schools of engineering:

1950—50,000

1951—37,000

1952—No more than 24,000

Thus it appears that these companies hope to employ 14% more engineers during a year when the number of graduates will be decreased by 35%. Recruiters may find that the senior engineers are interviewing them!

It is also interesting to find, for the first time since 1943, an increase in the demand

for men in the field of sales. The increase this year is more than 17%. Apparently these companies will have more products or services to sell to the consuming public in spite of government orders. At any rate, they need more salesmen.

Other fields in which an increase in demand is indicated include accounting, chemistry, merchandising, production and time and motion study.

There is some evidence that business and industry plan to employ more college women, although less than half of the reporting companies actively recruit them. These concerns will employ 20% more college women than they did last year.

The field in which there is the greatest demand for college women is secretarial work. Next comes general business training, merchandising, accounting, chemistry and market research.

Beginning salaries are going up. Nearly half of these companies are planning to offer

more than they did last year. The increase, on the average, is about 6 or 7 percent, bringing the average starting rate for men to a new high of \$283 per month. Engineers will be offered about \$305 per month, on the average.

When the senior who graduates in 1952 begins his second year with the company, he will earn, on the average, about \$321 per month, an increase over his starting rate of 13%. The engineers will average \$343 per month.

Salaries for college women are somewhat less than those for college men. Starting rates range from \$192 per month for general trainees to \$286 for librarians. Secretaries will average \$219 per month, accountants \$223, and chemists \$269.

College and university placement directors can expect more companies to visit their campuses. Half of these concerns will visit more schools this year. The average number of schools to be visited is 15, but 3 companies will visit more than 100.

Progress of Men of the Class of 1947 Considered by Reporting Companies to be "Average" Representatives of the Group Employed at That Time

106 Companies selected an "average" man in one or more of these job classifications. These men represent a total of 3288 beginning college men of the 1947 class

No. companies reporting progress of an "average" man

No. employed at age 24 or under

No. employed at age 25 or over

Range of starting salaries (all ages)

Average starting salary (all ages)

Average starting salary age 24 or under

Average starting salary age 25 or over

Range of present salaries (all ages)

Average present salary (all ages)

Average present salary age 24 or under

Average present salary age 25 or over

Average percentage salary increase (all ages)

Average percentage salary increase age 24 or under

Average percentage salary increase age 25 or over

Percentage now supervising other workers

JOB CLASSIFICATION

	Engineering	Accounting	Sales	Started in General Training
No. companies reporting progress of an "average" man	67	36	44	32
No. employed at age 24 or under	34	17	19	13
No. employed at age 25 or over	33	19	25	19
Range of starting salaries (all ages)	\$160-300	\$160-285	\$160-300	\$175-260
Average starting salary (all ages)	\$244	\$231	\$225	\$223
Average starting salary age 24 or under	\$244	\$228	\$226	\$226
Average starting salary age 25 or over	\$244	\$233	\$224	\$221
Range of present salaries (all ages)	\$350-560	\$300-650	\$265-650	\$390-500
Average present salary (all ages)	\$430	\$414	\$443	\$403
Average present salary age 24 or under	\$422	\$402	\$420	\$391
Average present salary age 25 or over	\$439	\$423	\$459	\$411
Average percentage salary increase (all ages)	76%	79%	97%	81%
Average percentage salary increase age 24 or under	73%	76%	86%	73%
Average percentage salary increase age 25 or over	80%	82%	105%	86%
Percentage now supervising other workers	43%	67%	32%	60%

Note: Actual earnings by men in sales are undoubtedly higher than here reported because commission figures were not included in some instances.

How Well Has Industry Retained the Men Hired from the Class of 1947?

Number of companies reporting	89
Total number of men employed from the class of 1947	3288
Number of above men still employed by companies	2257
Percentage retained Summer 1947 to December 1951	68.6%
Percentage retained by the 15 companies hiring 50 or more men from the 1947 class	68.3%
Percentage retained by the 25 companies paying the highest starting salaries in 1947 (hired 937 men—lost 24%)	76.0%
Percentage retained by the 25 companies paying the lowest starting salaries in 1947 (hired 669 men—lost 41%)	58.8%

An attempt was made in this year's survey to find out what has happened to the men employed from the class of 1947. These men are now well into their fifth year on the job.

It will be noted that less than only 32% of these men have left the companies which employed them. This includes men who have been called or recalled to military service, many of whom will return to the job.

Apparently the larger concerns lose about the same percentage as those who employ small numbers of college graduates. There seems to be a relation between starting rate and tendency to leave the company. It will be noted that the companies paying the highest starting salaries lost only 24% of these men, while the companies paying the lowest starting salaries lost 41%.

There was little difference in the starting rate of younger men as compared with the older graduate of 1947 selected by these companies as having made "average" progress. The older men did, however, increase their earnings by a larger amount, especially in the field of sales.

According to the reports of 106 well-known companies, the average man employed in 1947 is now earning about 80% more than his starting salary. This finding seems to confirm an estimate made by these companies in a previous survey when it was reported that, on the average, the beginning college man would

double his starting salary in five or six years.

There is increased interest in the employment of college women by business and industry. As yet, however, only 25% of the companies responding to this inquiry indicated that they planned to recruit and train college women for positions generally filled by college men.

Below are the jobs most frequently listed by the 36 companies who seek to replace men by college trained women:

	No. Companies
Chemist—Analyst—Technician	15
Accountant	12
Engineer—Engineering Assistant	9
Statistician	4
Draftsman	4
Buyer—Rebuyer	3
Time Study	2
Claim Adjustor—Underwriter (insurance)	2
Advertising Assistant	2
Production Control	1
Editor of house publication	1

Long-range opportunities for college women in business and industry are indicated by the following list of positions for which they can qualify after about ten years of experience.

Position	No. Companies Reporting	Average Salary of Present Employee
Executive		
Secretary	23	\$345
Office Manager and similar supervisory positions	20	433
Engineering—Technician—Statistician	14	393
Claim Supervisor—Underwriter (insurance)	10	350
Merchandise Management	10	623
Personnel Assistant	9	497
Accounting—Auditor	8	350
Home Economist	7	471
Chief Clerk	4	356
Editor—Writer	3	433
Public Relations	3	401
Advertising—Sales		
Promotion	2	630
Technical Librarian	2	375

The experience of these companies indicates that college women are not likely to remain long in the employ of the company. It is reported that 57% leave within three years.

After five years, 75% have left, and only 11% are likely to stay as long as ten years.

Concluding Statements

It is always difficult to summarize accurately and helpfully information of the type which these surveys present. For example, salary figures have been *averaged* in most of the tables on the assumption that the actual average is the most helpful measure of a general trend. The writer has been impressed, however, with the wide range of salaries offered by various concerns for men with somewhat similar training and experience. One company plans to offer \$233 for graduating engineers, while another will offer \$375. Similarly, one accountant hired in 1947, and chosen by his company as the man who made average progress, is now earning \$300 per month. In another company, the average 1947 graduate is earning \$650 per month in the accounting field. It would be interesting to know what factors account for such wide differences.

This, of course, raises the whole question of the rate of promotion and salary increase for the college trained man in business and industry. Perhaps this survey provides at

least a general basis for estimating his progress.

It was reported that these companies plan to increase men about to be hired, on the average, 13.4% by the 13th month on the job. It is interesting to note that regular annual increases of 14% added to a base salary of \$231, which was the average starting rate for the 1947 group, would establish the last month's salary of the 5th year at \$445 per month. The average 1947 man is now earning \$423 per month, and he has 6 months to go before completing his 5th year. Thus, if we attempted to determine what might be called an "average" rate of salary increase for the first 5 years on the job, we would conclude from the reports of these representative companies that the general salary trend is upward at a rate of increase of approximately 14% per year. This trend would include increases due mainly to a rise in the cost of living.

It is hoped that this survey will contribute to the understanding of some of the general trends and problems relating to the employment of college and university graduates by business and industry.



MIDWEST COLLEGE PLACEMENT ASSOCIATION

"Recruiting, Placement, Development in a Defense Economy" is the theme for the Midwest College Placement Association annual meeting scheduled for September 9, 10, 1952, at the Netherland Plaza Hotel, Cincinnati, Ohio.

Discussion topics will include major problems of the placement officer, industry and the student, as well as expectations and practices. There will be a special session devoted to industry's view of women graduates. The last general meeting will be a "bull" session to provide a medium for the discussion of problems not covered in the scheduled topics.

Hosts will be the University of Cincinnati, Miami University, The Procter & Gamble Company, The Kroger Company and the William S. Merrell Company.

Those serving on the Planning Committee are H. C. Messenger, Rex L. McHatton, University of Cincinnati; Philip G. Martin, Miami University; E. J. Kenney, The Kroger Company; W. L. Franz, D. C. Jones, R. N. Stevenson, Procter & Gamble Company; and Richard H. Peake, William S. Merrell Company.

CHURCH VOCATIONS

MARCUS J. PRIESTER, *Director, Department of Life Work, Board of Christian Education, Presbyterian Church in the U.S.A., Philadelphia, Pennsylvania*

Mr. Priester, in his present position, counsels students in their selection of careers and answers inquiries from young people who are interested in church vocations.

He is also National Adviser of the Celtic Cross, a devotional fellowship of young people over sixteen who have made a definite commitment to church work. At the present time, the Celtic Cross has a membership of over 1100 young people.

Experienced as both pastor and director of student work, Mr. Priester was pastor of the Woodlawn Presbyterian Church in Aliquippa, Pennsylvania, from 1943-47. He then studied at the University of Toronto, 1947-49, and became Director of the Westminster Foundation of the Synod of New England in 1949, working primarily with Harvard University students.

He took his undergraduate work at Clarion State Teachers College and Grove City College, Pennsylvania, and received the S.T.B. and S.T.M. degrees from Western Seminary in Pittsburgh in 1942.

Mr. Priester is a member of the Department of Christian Vocation of the National Council of Churches of Christ in the U.S.A.

THE Christian Church maintains a large corps of highly trained leadership for a wide diversity of tasks. The term, "Church Vocations," is used to cover the whole range of professional opportunities in the church.

Though I am writing from within the ranks of the Protestant ministry of a particular denomination, I dare believe that the qualifications and general indications of required training are valid for most denominations and for the church vocations that predominate as special functions in the church's leadership.

I want to speak first of all regarding the ministry as a vocational opportunity. What I say about the ministry in terms of basic commitment and personality factors will be applicable to other church vocations as well.

The Ministry

The church calls, equips, and ordains young men and, in some denominations, a few women, as ministers who supervise a parish, conduct worship, administer the sacraments, teach and preach, serve and counsel the people and direct the local church's impact upon the community's life.

We are often asked, "What is a typical minister?" The caricature of cartoon and

novel and movie is not typical. The answer is, "No such animal as a 'typical' minister exists." Nor is there a vocational interest index or personality profile that sharply points to the ministry and to no other vocation. Because of the multitude of skills, interests, and personalities that are represented in the company of ministers it may be impossible to devise a profile. This does not eliminate the possibility of discerning certain interests and factors that are involved in the person who wants to be a minister.

Some elements that should be clearly visible in a student who is considering the ministry are:

(1) The student should possess a deep commitment to the faith for which the church stands and by which it is sustained. This commitment stems from a live Christian experience, personally valid, worth imparting to others. Along with this basic faith and interest in the service of the church is allied a conscious willingness to spend and be spent in service for God and man. Obviously, the person should be currently engaged in some phase of the church's life.

(2) The inquirer after a career in the

ministry should feel deeply the world's human needs, a sense of personal identification in the suffering, joys, sorrows and sins of people—a concern for people that summons his willingness to serve and work with them in their physical, moral and spiritual plight.

(3) A potential candidate should have vigorous physical and mental equipment—emotional stability; satisfactory reading habits; sound health; wholesome attitudes toward family, friends, community; an I. Q. capable of wrestling with abstractions of philosophy and theology; ability to express oneself.

(4) These high personal standards include a capacity for leadership, inner courage and outward attractiveness, a talent for loyalty and backbone convictions.

These characteristics are admittedly idealistic. Youth who give evidence of these qualities could be encouraged wisely to consider the ministry or some professional task within the church.

The guidance or placement counselor should urge the potential candidate to interview a minister, to consult denominational offices for persons responsible for the recruitment of the church-vocation candidates, and to identify himself or herself with the leaders of the local parish.

Educational Requirements

In preparation for the ministry in most denominations, a college liberal arts education is followed by at least three years of theological training in denominational graduate schools or in those approved by the denomination. It is generally agreed that majors in English, philosophy and history are of most direct benefit, especially if the major is adequately supported by courses in foreign language, psychology and the natural and social sciences.

This general statement on educational re-

quirements does not eliminate students who make a vocational decision to enter the ministry late in the process of an engineering course, physics, business, et cetera. After World War II a substantial number of engineering students and budding scientists went to theological school to study for the ministry.

There is a noticeable trend in some theological schools to stiffen the admission requirements, extend the period of training and inaugurate more adequate supervision of field work and internship.

Types of Specialization

Fully equipped ministers are found in a wide variety of areas of leadership. The parish minister or pastor leads the field. According to recent figures in the *INTERNATIONAL JOURNAL OF RELIGIOUS EDUCATION* (March, 1952), there are about 130,000 pastors employed in the United States, in small



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and large parishes, and in rural and urban areas. Thousands of small town and rural churches need pastors. The ranks of the ministry need constant replenishing. So-called "choice locations" are not easily secured, but there are opportunities aplenty for adventuresome and pioneering souls.

Associate and assistant pastors are needed in larger churches and in larger or cooperative rural parishes. Ministers of music, ministers of Christian education, ministers to students, college pastors, college teachers, administrators, military chaplains, hospital and other institutional chaplaincies, — interdenominational work and other specialties claim leadership from the ranks of the ministry. Graduate training beyond theological school is often required for these specialized opportunities for leadership.

Salaries? A recent estimate places the range between \$2100-\$25,000 per year. Many denominations have some type of pension system. On the whole, salaries would be commensurate with those of secondary school teachers. Churches are consciously attempting to keep pace with the cost-of-living index. As with many other service professions, personal income lags behind salaries in business and industry. A high percentage of churches maintain a manse or parsonage for the minister and his family.

Few professions require such long hours, intense study, readiness to act, speak, comfort and plan on a high plane in a diversity of circumstances, meeting the highs and lows of humanity. Personal rewards are not always tangible, but they are real in terms of investment in the lives of other people.

Director of Christian Education

In the twentieth century the church has girded its loins to wage a battle against religious and Biblical ignorance and indifference. New seriousness about its educational

task for all age groups has helped create opportunities for a professional leadership in the local church—the Director of Christian Education (or Director of Religious Education). This rapidly growing company of men and women has professional status. Graduate schools of Christian Education for specialized training have sprung up.

The Director of Christian Education is responsible for the activities of a local parish which fall within the domain of the term "education"—the Sunday church school, the weekday church school, the youth fellowship, the vacation church school, day nursery and kindergarten, parents' classes, leadership training. Working with a corps of volunteer leaders, the Director inspires, administers, teaches, plans and counsels the educational enterprises in cooperation with the minister and officers of the church.

Though the number of Directors has more than doubled in the past five years there is still an unmet demand. Most openings in this educational task are for women, but an increasing number of unordained specially trained men are in the field. Often the associate or assistant minister is termed "Minister of Christian Education."

The motivation of the Director is no less than that for the ministry. The educational demands are a four-year liberal arts study plus one or more years of Christian Education graduate study for a Master of Arts in Religious Education, a Master of Religious Education or full theological study for a Bachelor of Divinity.

There are other related openings in the educational area, such as: (1) the Assistant in Christian Education, usually a young woman with a college degree, working under supervision; (2) the director of youth work, a college degree, man or woman, specializing in this age group; (3) the director of children's work, college degree with graduate

training and experience, who directs program for children under twelve in the local church.

Church Music

Churches are concerned to develop and maintain an adequate program of music in the church for Christian worship. Talented and trained leadership are employed as choir directors or choirmasters, as organist-directors of music, as music-Christian education directors and as ministers of music. Training for full-time work as a church musician should include a four-year liberal arts course with a major in music and two years of graduate work in church music leading to a master's degree. There are many more part-time jobs available than full-time. Both men and women are employed. Some colleges offer specific courses in church music. There are graduate schools designed for such professional training.

"Ministers of music" are for the most part ordained men who, in addition to their seminary training, have specialized in church music.

Church Social Work

Many churches in large cities employ men and women as social workers or parish visitors, deaconesses or operate settlement house programs in underprivileged communities. There are also a number of rural community centers, organized under home mission boards where trained social workers are needed. Duties range from family and personal rehabilitation, supervision in orphanages, recreational leadership, community club work, camping and the full range of tasks in church-sponsored settlement houses.

Required training, after college, is a master's degree in social group work, social case work or, in some instances, Christian education. Some graduate schools are maintained by church bodies and conduct a strenuous schedule of practical field work along with the academics.

Specialists

No mention has been made of the thousand and one jobs that are performed by church employees in the fields of journalism, art, radio, medicine, libraries, business administration, secretarial, publishing, finance and public relations. Both ordained and unordained personnel are involved in these specialized fields.

Missions

All the church vocations that have been mentioned have application in the world mission of the church, here in the United States and in enterprises in other countries. Besides the ministerial recruits that are put to work as evangelists, teachers and theological school professors, there are more and more posts being served by unordained men and women who are trained to meet a social, economic and cultural need as well as qualified in the

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knowledge and practice of Christian faith.

Paging rapidly through the listings of personnel needs for missionary service in "Christian Horizons," an interdenominational listing by the Student Volunteer Movement for Christian Missions, one can spot such opportunities as: agriculturist and community service worker, agronomist for rural station farm, housemother, home economist, professor of philosophy, school administrator, nurse, dietitian, commercial teacher, doctor, dentist, literacy worker, student pastor, anaesthetist, pharmacist, architect, pilot for airplane, printer, engineer and builder. These listings illustrate the sweep of potential jobs with the missionary movements of the church.

What training is required? No less than that which qualifies a person in the equivalent profession in this country. Mission boards counsel with thousands of students anticipating mission service. Needs vary from year to year. Current world upheavals and international problems affect particular areas of work. Terms of appointment vary under different boards. In general, an applicant must have a vital Christian experience, be concerned to witness in word and deed, possess good health, a college degree, plus training relative to the specialized work for which assignment is made. Basic salaries are small, but usually adequate. Many boards make

provision for health, old age and education of children.

Denominational headquarters will be glad to furnish further information. General inquiries regarding church vocations could be addressed to:

**Department of Christian Vocation
National Council of Churches
of Christ in the U. S. A.
297 Fourth Avenue
New York City 10**

or

**United Christian Youth Movement
79 East Adams Street
Chicago 3, Illinois**

Students inquiring about missions may communicate with:

**The Student Volunteer Movement
156 Fifth Avenue
New York City 10**

Helpful Materials

The following small books are recommended for guidance and placement libraries:

1. **WE HAVE THIS MINISTRY** (*Church Vocations for Men and Women*), John Oliver Nelson, editor, Association Press, \$1.50 (cloth), 75c (paper).
2. **A YOUNG MAN'S VIEW OF THE MINISTRY**, S. M. Shoemaker, Association Press, 75c.
3. **LOOK AT THE MINISTRY**, John Oliver Nelson, Association Press, 75c.
4. **CHRISTIAN YOUTH AND CHRISTIAN VOCATION**, discussion guide, United Christian Youth Movement, 35c.

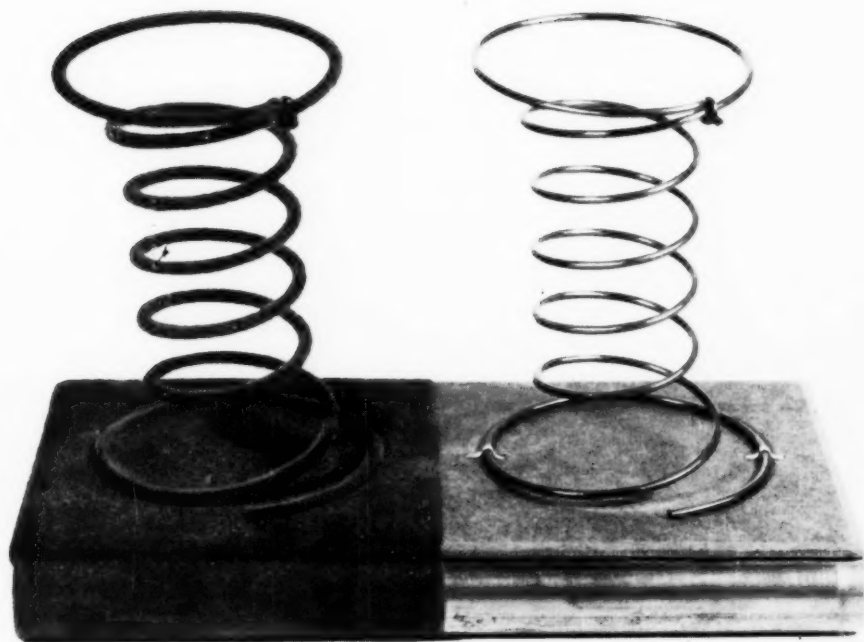


CLUES TO OURSELVES

There are four marks of healthy emotional life that give us clues to ourselves:

- (1) *emotionally healthy persons can respect other peoples' need for self-respect;*
- (2) *they have a "taste for equality";*
- (3) *they can live with complexity; that is they are not convinced that they have "all the answers";*
- (4) *communication, with them, is a two-way process; that is they talk with and listen to.—Harry A. Overstreet, "What We Owe to Ourselves as Human Beings" in July, 1951, International Altrusan.*

Occupations 1/52



Seats should be sat on and not heard:



How DO YOU KEEP most springs from talking back? The usual way is to wrap each unit in burlap. But here comes science with a silencing method said to be even better.

Spring seat manufacturers, flock producers, and Avisco experts worked together on the problem. They found that rayon flock—filaments so tiny that it takes 250,000 to cover a square inch—could be sprayed on the adhesive-coated framework. Firmly fixed on end they form an enveloping "fur coat" that effectively seals in sound ... prevents rust and stabilizes the entire unit.

Coupled with other major design improvements the

flocking process makes possible lighter weight and improved, luxurious riding comfort at reasonable cost.

You're probably familiar with rayon flock as covering for photograph turntables, as pads under lamps and as velvety packaging papers. It is a wonderful example of the many developments that are opening up new opportunities for technical graduates in rayon. Investigate the possibilities for you. Read "Preview of American Viscose." Your placement director has a copy for you, or write to Public Relations Dept., American Viscose Corporation, 1617 Pennsylvania Blvd., Philadelphia 3, Pa.



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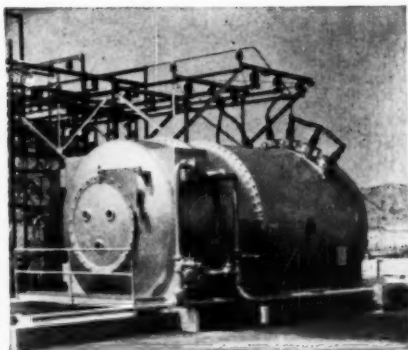
Wide Choice Helps Make Wise Decision

HERE IS WHAT Allis-Chalmers Graduate Training Course offers your engineering graduates. During a two-year course of study and work, the GTC student touches upon the operations of nearly every basic industry. He may work on major equipment for electric power, mining, cement, agriculture, food and chemical processing, steel and many other industries.

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Independent Choice of Subjects

The trainee has a free choice of the departments in which he will train and what general

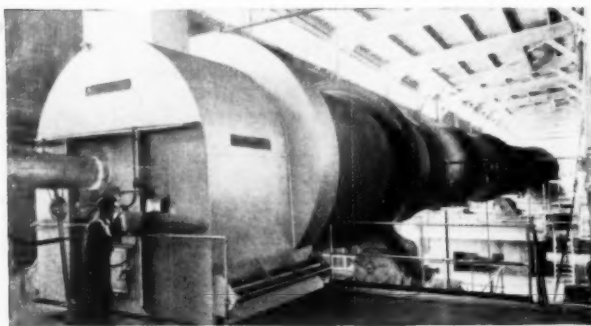


This large synchronous condenser was built by Allis-Chalmers to stabilize the transmission system of a western utility. A-C builds nearly everything for both steam and hydraulic powered power systems.

type of work he will do. At any time he is free to make any changes he may wish in his curriculum. He is aided in making wise choices by personal counseling and guidance. Company executives take a strong interest in the GTC program because many of them are graduates of the program, which began in 1908. Allis-Chalmers GTC program is large enough to afford complete training and at the same time small enough to assure individual attention to each trainee.

Be sure that your engineering students are informed about the wide variety of opportunities available at Allis-Chalmers. The nearest Allis-Chalmers District Office will be glad to give complete information on the course, or write to Allis-Chalmers, Milwaukee 1, Wis.

A-3560



This cement kiln is typical of the type of major equipment Allis-Chalmers builds for the processing industries. In the allied mining, quarrying and rock products fields, Allis-Chalmers also produces many types of heavy machinery. Allis-Chalmers produces major equipment for nearly every basic industry.

ALLIS-CHALMERS



JOB EXPERIENCE THROUGH SUMMER EMPLOYMENT

Because of the increasing interest in vacation employment a few of the available opportunities are suggested below.

JEWEL TEA COMPANY

A. E. BUCKINGHAM, Chief, Sales Personnel Division

IN order to aid students in the transition from college to business by acquainting them with the practical realities of everyday business operations, Jewel, in 1943, started its program of "An Adventure in Business for the College Sophomore." It is management's hope, and so far experience has borne out that hope, that this program will act as a steering device for the student, not only in his formal education but in his career following that education.

It takes from five to six months of actual work experience to acquire a fair understanding of the type of business, the philosophy, financial position, working conditions, rates of pay and customer acceptance of a sound business organization. The college sophomore has the necessary two summers or approximately six months in which to learn through actual experience how he may adjust the balance of his education and his future plans to a business career—and, of course, he receives a substantial guaranteed pay, plus transportation expense from his branch headquarters to and from his out-of-town assignments, while he is learning.

To understand how this plan operates, it is first necessary to consider Jewel as an organization and how it operates. This is a national organization engaged in the manufacture and retail distribution of food products, household supplies, housewares, appliances, apparel, home furnishings and other general merchandise. Jewel is made up of these three departments: The Finance Department, with headquarters in Barrington, Illinois, performs the staff functions of the business, the handling of investments, company cash, payroll records, etc. The Food Stores Department, with head-

quarters in Chicago, Illinois, operates more than 155 self-service retail chain food stores in the area of Chicago and its suburbs. The Home Service Routes Department, with headquarters at Barrington, Illinois is a direct-selling organization—76 branch offices operate more than 2,000 routes in established territories in 42 states and the District of Columbia, serving nearly a million regular customers in their homes each two weeks.

Although the sophomore program applies to all three departments of the business, the following comments describe the application of that program to the Home Service Routes Department. The offer is made to all male sophomore students regardless of in what curriculum they may be or are contemplating following. Selected students are assigned to work for a minimum of ten weeks during their summer vacation at one or another of the branches under the supervision of the field executive making the interview. Upon reporting for their summer's employment, they are given one week of training and are then put "on their own" to operate routes where the regular salesman may be on vacation.

In the operation of a Home Service route, which consists of a limited geographical territory, the student calls on approximately 45 to 50 regular established customers every day. Two five-day weeks or actually ten daily routes, are required to serve his full territory. He calls on each customer on the same day of the week each two weeks and at about the same hour. He delivers to her the merchandise which was sold two weeks previously, collects for that merchandise and takes her order to be delivered two weeks later. These students have full responsibility for the equipment,

merchandise and cash which make up the business route.

In the course of a summer, each student must write his experiences, good or bad. Without exception, every student's letter has expressed a sincere appreciation for the opportunities offered under this program; and regardless of their plans for the future, they have been equally quick to state that the work has given them a new self-confidence and a better picture of what they want in their future careers. In addition to the fact that these students (by their own statements) are well paid for this experience, they are also eligible to compete for a tuition scholarship. These scholarships are awarded to the top 25% of the total number of students employed

under the plan during each year. Qualifications for scholarships require a good scholastic standing as well as good results on the job.

Those who return for a second summer's experience find the job much easier and also are more highly paid. Students who have graduated and returned to Jewel for permanent assignment after two summers under the sophomore program have progressed to positions of higher responsibility in much less time and much more successfully than many other employees with far more experience. In the case of those students who do not choose to return, there is the satisfaction of knowing that they have paid their own way and at the same time will be better off for having had the experience.

PROCTOR & GAMBLE COMPANY

CHARLES B. HEDRICK, *Head of Employment Department Industrial Relations Division*

"Summer Experience with Proctor & Gamble" is the name the Manufacturing Department has given to its summer employment program. This program was initiated in 1937 because many graduating students stated in interviews that they had no practical basis for determining their career interests. The program was an effective aid to them in this way; but determination of career interests has not been the only result. Students and the company have had the opportunity to appraise each other without obligation before a permanent decision is made.

Two major fields are available for the student to explore: factory management (production, plant engineering and industrial engineering) and technical staff operations (research, design and development). Actual participation in one of these fields and daily contact with men in responsible positions permit the student to get the "feel" of a field.

Students interested in factory management are assigned to one of the 13 Proctor & Gamble factory locations while those interested in the

technical staff operations are located in Cincinnati. A training engineer plans the student's over-all program, which includes a brief orientation period, but the student is actually assigned to one or more sponsors who are usually one step below the head of a factory or the director of a technical department in the organization. The sponsor can answer first hand any of the student's many questions about the industry.

The number of students employed for the summer program is just about a third of the number employed on a permanent basis each year. The reason is that personal attention is required at the same time both for the summer men and for the graduates who are reporting for training for permanent employment.

A problem approach which permits each student to be on his own as much as possible has proved itself to be mutually advantageous. Four or five different problems requiring 8-10 weeks total time for completion are assigned. The time required has recently been made

somewhat flexible to permit students attending R.O.T.C. summer camps and those taking required summer courses to participate. Technical problems, which are not urgent, are saved to be used in the program.

The use of technical problems accounts for the fact that some 90% of the summer trainees are engineers and chemists. A higher percentage of non-technical graduates are employed on a permanent basis; but the summer is too short to permit both training for han-

dling technical problems and actual problem solving. The level of the problems requires junior standing or above (students working for Master's, or Doctor's degrees).

Each problem in the summer program is summarized in a written report which is discussed with the training engineer and the sponsor. These men comment on the subject matter, how well the report is written and discuss personal qualities of the student exhibited while working on the problem.

THE ATLANTIC REFINING COMPANY

B. BROOKE BRIGHT, *Personnel Supervisor*

Since The Atlantic Refining Company was founded in 1870, it has given employment to students during their summer vacation period; and within the past ten years it has followed a planned program of summer employment.

Such a program offers distinct advantages to the company and to the students who are employed. From the company's point of view, the program gives an unexcelled opportunity to observe selected students apply their knowledge to an industrial situation. This observation aids us in deciding whether to consider the students for permanent employment. From the students' point of view, the program gives them a chance to earn an income that helps substantially with their college expenses. Perhaps even more important from a long-range point of view, the practical experience helps them decide if they are following the right course of study and also whether they would desire to work for the company when available for permanent employment. Summer job opportunities usually exist in various departments of the four major functions of the company: Crude Oil Production, Manufacturing, Transportation (Marine) and Marketing. Technical students are placed in laboratory, field, plant and marine operating jobs; non-technical students are generally hired for office work.

Since a large percentage of the total number of students hired is made up of those pursuing scientific or engineering courses, it may be of interest to describe more fully the placement of these students in the major functions of our company. It has now become general practice to hire only those who have completed at least their junior year in a recognized accredited college or university.

Geology majors get their first insight into the activities of the geological department in Dallas, Texas, as core sample washers or sample clerks. Advanced students, usually doing graduate work, may be assigned as assistants to district geologists for training during the summer. Other geology majors are placed as party helpers in seismographic crews.

Petroleum, mechanical, chemical and infrequently, civil engineering students are hired for crude oil production jobs as roustabouts. Some graduate students in these subjects perform work for our crude production research and engineering laboratories.

Chemists, Chemical Engineers and Mechanical Engineers are hired in the Product Control and Mechanical Departments. Mechanical Engineering students are assigned to work as mechanical craft helpers on work involving the maintenance and installation of pumps, turbines and compressors. Other assignments

involve work as a material man preparing sketches and drawings dealing with plant maintenance problems.

The greatest number of openings in our summer employment program are in the Research and Development Department. For this department we hire a large number of chemical engineers, a few chemists and occasionally a mechanical engineer. The chemists and chemical engineering students would assist in all types of process development and laboratory work. Mechanical engineers may work in the Automotive Laboratory assisting in testing fuels and lubricants on all types of engines under various kinds of operating conditions.

Some engineering students hired for the

summer ship out on tankers as messmen or ordinary seamen. If they have sea experience, they may be employed as wipers, firemen or able-bodied seamen.

In addition to the specific summer job opportunities mentioned above, a very limited number of students are hired for office clerical or stenographic openings. Also others may be hired for placement in pump stations with our Pipe Line subsidiaries.

A systematic salary plan is now generally applied to all summer jobs in which college students are placed. A sliding scale is employed, and earnings usually depend on the students' level in college (i.e., technical students who have completed the junior year receive approximately \$285 per month, while a B.S. in Chemistry who is going into graduate work will get \$300 per month.) Other students may receive hourly rates depending on their assignment.

The practice that has been followed during the past several years by our Philadelphia branch is to recruit at some dozen nearby colleges, principally interviewing technical students who have completed at least their junior year in college.

If these summer student trainees are brought in from various out of town colleges, efforts are made to reserve rooms at the Central Y.M.C.A. in Philadelphia. Occasionally students are directed to satisfactory rooms listed by the housing service in the personnel department.

We believe our summer employment program has been of considerable value. It has aided us particularly in the procurement of good technical personnel. A rather high percentage of those who have been screened, selected and placed in the various departments have been offered jobs upon the completion of their college work. It is expected that with the impending shortage of technical personnel, we will consider expanding our summer employment program.

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Who want to become actuaries**

While earning a good salary, these men are trained in all phases of actuarial work. An exceptional chance for gifted men to put their mathematics to use in an interesting profession, with eventual advancement to executive positions.

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WESTERN COLLEGE PLACEMENT AND RECRUITMENT ASSOCIATION

Hotel Mark Hopkins, San Francisco, California
February 28-29, 1952

Summary by: LUCIEN L. ESCALLIER, Secretary, WCPRA
Assistant to President, Loyola University of Los Angeles

A cross-section of industry and colleges gathered in the Room of the Dons in the Hotel Mark Hopkins on Thursday morning, February 28th for the first session of the second Annual Conference of the Western Placement and Recruitment Association.

Early in the fall of 1951, Eugene W. Dils, Director of vocational Guidance at Stanford University, and Vice President of the fledgling western placement group, had taken on the responsibility of Conference Chairman. The all important job of conference registration, Mr. Dils assigned to Miss Viva Armstrong, California Packing Corporation, and Miss Mary Walker, Mills College, who worked closely with Vernon A. Cudlette, San Jose State College—Invitations and L. L. Robinson, Montgomery Ward and Company Arrangements. Helping Mr. Dils on numerous other aspects of the conference, from program to schedule, were Vera L. Christie, University of California, Berkeley; G. Cameron Hurst, New York Life in San Francisco; J. E. Lambert, Stanford University and J. H. Quire, University of Berkeley; who publicised the conference.

Of the 191 persons actually registered, 131 represented commerce and industry, 12 government (state and federal) agencies and 48 colleges and universities from the western states. A keen eye would have discerned 88 different companies represented and 24 colleges and universities. Lending a truly national aspect to the session were the presence of delegates from such localities as Texas, District of Columbia, Delaware, New York, Minnesota and Michigan.

This then, was the group that Mrs. Florence B. Watt, University of Southern California, President of the still young WCPRA, welcomed on behalf of the organization when the conference was officially launched at 10:00 A. M. in the Hotel Mark Hopkins.

"The success of the Western College Placement and Recruitment Association is now assured" Mrs. Watt declared, in launching the conference proceedings. The significance of the registration was keynoted in her statement that "never before in a western state has there assembled such a splendid group of influential men and women dedicated in interests and resources to the cause of vocational adjustment and advancement of college and university graduates in these western states." Mrs. Watt pointed out the national impact of the assembled group, representing as they did such a cross section of college, industry and governmental organizations, and stressed the importance of the work to be accomplished at the meeting,

and how that work ultimately was reflected in "the enterprise system which makes our way of life the American way of life."

Mr. Dils, Conference Director, then briefly discussed the conference program, and the planning that had gone into creating as compact a program as possible to cover the conference theme, "FRONTIERS FOR 1952."

Declaring that, "too often placement is thought of as a single act" and that "if we were to call our offices the 'Occupational Forecasting, Placement and Follow-Up Service' it would more nearly describe the range of responsibilities we are carrying, Mr. Dils stressed the problems we face in 1952, particularly the serious shortage in the market for intellectual labor. To the college and industry representatives gathered in the Room of the Dons that morning, Mr. Dils touched on a problem in the 1952 outlook that was an under-current during the entire conference, as well as one of present and increasingly serious national significance.

First Day's Panels

The program for the first day was planned to achieve *working* results in keeping with the conference theme.

The morning session offered a glimpse at the future, both from the *stock in trade*, the college graduate of today, and from the *buyer*, namely, industry and commerce. The first panel, entitled "Youth Looks at the Future" was led by G. Cameron Hurst, New York Life Insurance Company, San Francisco, and consisted of brief addresses by five representative seniors from Stanford, California, San Jose State, San Francisco State and Mills College.

Needless to say, the young people, in their candid approach to the future, their unequivocal opinions on career employment, personal security needs and opportunity, inaugurated the working part of the two day conference with all the enthusiasm, splash and color of a circus band. The stimulation provided by the quintet, representing as they did, what college and industrial personnel officers constantly deal with, carried over for the balance of the conference.

Briefly, the college panel stated its problem to industry in the following manner. Ideally, they want:

- 1) Industry to give full information, encouragement and specific jobs to graduates.
- 2) Industry to talk and keep in touch with capable seniors entering the armed services.

- 3) Industry to employ graduate students part-time with the realization that the graduate student is only so engaged in order to better his earning power and standard of living.
- 4) Industry to show the graduate that it has vision, will offer advancement.
- 5) Industry to realize that the college graduate is an individual, not a cog looking for a routine job.

Personnel directors throughout the country, currently harassed in their constant, not to say minute search for engineers in a short-supply market, might well have chuckled, as did the conference, at the candor of a senior engineering student from Stanford. Roderic Steele, a complete realist, stated that there were three factors influencing his attitude toward an engineering position. They were:

- 1) The technical manpower shortage existing today
- 2) The armed services and
- 3) The struggle to be an individual.

Of the first factor, he flatly stated: "I am not going to accept the first job that comes along. I have sufficient training and background to expect interviews from at least ten companies and then I will make my choice."

He felt it necessary for industry to reorganize its recruiting in order to accelerate interviews and make offers of employment in quicker fashion than at present.

He proposed to get the best job possible until entering the armed services, and expressed the desire to remain "an individual within the covering mantle of corporate security."

Richard Clarke, graduate student from California at Berkeley, expressed the opinion that "higher degrees bring higher income." He buttressed his observation with the fact that 25% of the students enrolled at the University of California are doing graduate or professional work, with the goal of entering more lucrative fields. "Students want advanced training as a ticket to a job they will enjoy and at the same time bring them a higher standard of living," he declared.

Viewing the "frontiers for 1952" from management's outlook, Lawrence T. Cooper, Pacific Telephone and Telegraph Company, discussed the mutual task of colleges and industry in training young people for management careers.

"More is demanded of management than ever before in history," Mr. Cooper declared. Stating that today "management must know something of all concepts of business" he pointed out that management in the near future "must elevate itself to a professional status."

He cautioned the senior of today against the false hope of becoming a member of top-echelon management within a two year training program, pointing out the elaborate and costly training programs required to give the management trainee the well

rounded concept of all phases in a particular industry that would qualify him for management responsibilities on a progressing scale.

"The college placement bureau" Cooper stated, "is a key link between the students and business, and, with the help of placement officers, a bridge can be built between the idealism and specialization taught the college student and the need for well-rounded concepts and experience in business." Commenting on the desire for security on the part of college seniors today, he called on young people "not to compromise for the sake of security." "The senior must accept management for what it is," he declared. "It is the common stock, the substance of business, and if this common stock cannot survive, nothing else will."

Industrial Relations Analyst Addresses Luncheon

Luncheon in the Peacock Room of the Mark provided one of the highlight addresses of the first day. Miss Mildred L. Foreman, University of California, Los Angeles, served as chairman and introduced Dr. Howard S. Kaltenborn, of the University of California. Dr. Kaltenborn who has a background in both business and academic circles, and is a member of the Industrial Relations Institute of the University of California, offered some compelling observations on the relation between "Industry and the University." He pointed out the partnership existing between these two elements of society, with the constant appraisal of each by the youth of today.

Declaring that "we must not try to place only the elite college people, since they will take care of themselves," he stressed the importance of "engineering jobs to fit people, or people to fit jobs."

"Industry must offer jobs to all comers," he said, "for if the day ever comes when jobs cannot be provided for all, then the future of both business and universities is in serious doubt."

College personnel officers must follow up their placements to check constantly the validity of their results, Kaltenborn indicated, and the only real test is in performance.

He discussed both the problems that face management today in achieving a satisfactory performance level and the measuring devices being used.

"People work best for goals which they believe and understand" Kaltenborn said, and a recent survey of employees in several New England firms indicated that the most efficient employees were impressed by the following aspects of their company.

- 1) Purposes
- 2) Reputation
- 3) Major policies
- 4) Identification with and affiliation in the community.

"Industry must have goals and purposes which can be communicated to the employees and potential employees, as well as meet the test of critical public scrutiny," Kaltenborn stated in summarizing the industry university approach to the youth of 1952.

Mutual Cooperation Sets Afternoon Theme

The afternoon session covered three important phases of placement activity in three panels, "Coordination Between Schools and Industry," "Building Better Working Relations with College Placement Service" and "Building Better Working Relations with Employers."

The first discussion, conducted by Vernon A. Ouellette, San Jose State College, presented Dr. Lawrence C. Lockley, Dean of Commerce, University of Southern California; as the speaker, with Robert O. Fort, State Personnel Board; Helen Graham, the Emporium; Robert D. Gray, California Institute of Technology; B. T. Mullaney, Crown-Zellerbach Corporation and John P. Rockefeller, Union Oil Company as participants.

Dr. Lockley outlined the present problems in recruiting as caused by industry. He stressed the "Concentration of industry on the most promising candidates" and the lack of coordination with the universities in everything from industry training programs to curriculum. Pointing out the current shortage in technical graduates, he called on industry to conduct the same future manpower budgets as they establish for plants, equipment and materials. He suggested that:

- 1) Recruiting should start 2 years in advance, including some summer-job training on an accelerated basis and
- 2) Training and school curriculum be coordinated.

The panel group felt that cooperation between colleges and industry was reaching a stage of maturity and that the constant exchange of ideas was increasingly productive toward the ultimate goals of selection.

The last two working meetings of the first day's session were held in separate rooms, with the college placement officers adjourning to discuss industrial recruiters, and industrial personnel directors adjourning to discuss college placement officers. The industry group was led by L. L. Robinson, Montgomery Ward and Company, Oakland and the college group by Miss Vera L. Christie, University of California.

The groups were brought together for summary reports from each panel. Briefly, the industry recruiting group offered the following suggestions to college placement personnel:

- 1) They would like better, more complete personal data brochures on students, including complete personal histories.
- 2) They would like improved organization and maintenance of occupational libraries, with

readier availability of company literature to the student.

- 3) They feel that many students do not use the placement services on campus, and consequently recruiters do not get maximum interviews.
- 4) They decried cramped and inadequate interviewing facilities.

The college placement panel in summary, pointed up the problems facing college placement operations, including the ever present budget problem, physical facilities and the seasonal aspects of recruiting. Calling for year round recruiting to avoid the tremendous work-load in the spring months, Miss Christie described the *ideal industry recruiter* in glowing terms. She called for greater understanding of the problems faced by college placement officers and asked for continued cooperation in improving college placement services.

Following this a social hour was held at the Top of the Mark.

The conference was privileged to hear one of the west's distinguished educators, Dr. J. Paul Leonard, President, San Francisco State College, as principal speaker at dinner that evening. Introduced by Dr. H. Donald Winbigler, Dean of Students, Stanford University, Dr. Leonard called on industry and colleges alike to explore the frontiers of the future. He traced the broad areas in which much progress remains to be made by the youth of today. "I have no patience with the theory that the future opportunities are behind us," he said, "or with young people who state that the big things have been done." With a theme of "frontiers unlimited" he pointed out the tasks yet to be achieved in the fields of sociology, science, education and management, declaring that "we must never increase the limitations on an individual's ability or initiative by government, tradition or organization."

The second day of the conference represented a culmination of the initial program dedicated to the theme of 1952 frontiers.

The morning session, conducted by William F. Courter, Aluminum Company of America offered three discussions by personnel specialists.

Wallace N. Jamie, Carnation Company presented a comprehensive summary of the 1951 Endicott Survey.

Of particular interest to employers was the fact that demand for engineers was up 14% in the face of a 35% drop in supply. Of significance, Mr. Jamie indicated from the Endicott survey, was the increase of 17% in sales trainees. Other fields in which industry will demand more college graduates this year are accounting, merchandising, chemistry, production and time and motion study.

Average starting salaries are up about 7% this year for college trainees. Mr. Jamie reported, with the general trainee receiving \$271.00 to start, accounting and sales, \$275.00 and engineers, \$305.00.

BOOK REVIEWS

How to Choose That College. *Clarence C. Dunsmoor and Oliver C. Davis, Bellman Publishing Co., Boston, 1951. 52 pages. \$90.*

The authors of this compact little booklet have evidently had considerable experience in counseling young people regarding college admissions. Their approach is one which reflects complete understanding, and for this reason the material will have an immediate appeal for the teen-ager and his parents. The questions and answers commonly associated with the solution of a college are very well covered. Secondary school counselors will all want a copy for use in covering the problems they will meet in their guidance work. Parents will find this booklet an invaluable aid in helping their children know how to make the right college decision.

The reader will find brief but inclusive answers to any questions commonly asked in connection with the choice of a college. All types of colleges—junior, senior, men's, women's, coed and technical—are covered with specific listings as to admission requirements and probable expenses. A method of helping a student to arrive at his final choice is included, which, if carefully followed, should make for a happy final solution.

Once the decision to go to college has been reached, a thorough explanation is given of just how and when to make application and of what is meant by the various admission requirements. College Entrance Board Examinations are also covered. A special section is devoted to scholarship applications. A student who wisely starts to make his college plans early in high school will find a guide indicating which subjects should be carried each year.

A student will also find a guide showing his probable chance of acceptance in the sections, which explain the basis used by the colleges in making their selection. Parents will appreciate this part of the book since it will help keep their children from making applications to colleges where chances for acceptance are very unlikely in the light of the standard set for admission.

College expenses are thoroughly discussed with particular emphasis on the spread between minimum and maximum costs. Suggestions are offered as to ways and means by which a student may expect to earn part of his expenses.

The final section of the booklet touches upon the best way to make good once a student is in college. References are made to the many outside or extra-curricular attractions and how these may best be handled. A student who heeds these valuable guides will avoid the common pitfalls to be found in the first year. Several reference books are listed at the end of this particular section.

Any student thinking of going to college, be he senior or freshman, will find this booklet very valu-

able. Guidance directors, secondary school administrators, and many college admissions officers, will find this material of great assistance.

THOMAS H. SKIRM, *Principal*
Haddonfield Memorial High School
Haddonfield, New Jersey.

Successful Adjustment in College. *John Roscoe Chandler, George C. Beamer, Charles C. Williams, Vernon L. Armstrong, Prentice-Hall, Inc., New York, 1951. 207 pages. \$2.25.*

All adolescents seem to be "plagued" with multitudinous problems, and college freshmen are, usually, no exception. The problems of college freshmen are made more difficult because these adjustments of an educational nature represent an additional problem bidding to be solved as an adjunct and companion of the usual adolescent social adjustment. To assist this college group with these adjustments, many colleges have instigated the "Freshmen Orientation Course." The book, "Successful Adjustment in College", is designed to be used as a textbook guide in an academic pursuit of the answer to adolescent adjustment problems.

The authors state in the *Foreword* that the main purposes of this readable book are to assist college freshmen with two of their major problems of adjustment. As stated, "these two problems are learning to assume the duties and responsibilities of adult citizenship in a democracy, and learning to adjust to a new type of educational institution, the college."

The motif of the textbook follows the educational concept, exemplified in the statement, "we learn by doing." It is adhered to closely throughout the various parts.

The book is divided into seven main parts. These areas are broad in scope, and concern the basic problems of freshmen as they reach the college campus. These seven phases are, "Adjusting to College," "Acquiring the Basic Study Skill," "Finding your place in the College Social Life," "Improving your Personality," "Planning for Marriage," "Making a Wise Vocational Choice" and "Developing a sound philosophy of Life."

The main parts are subdivided into units. Interspersed throughout the units will be found "inventory sheets," "check sheets," "completion forms," "questionnaires" and many specific "case problems." All of these are designed, apparently, to stimulate the student to reach meaningful decisions, individually and as members of social groups.

At the end of several of the units are "activities to be carried out by the student." These activities are excellent in quality, but they are not as plentiful in

quantity as they might be. If a suggestion were to be made to improve the book, it would be to include additional material of this type after each unit. These, in turn, might serve as a further basis for group discussion and underscore, more completely, the "activity" motif.

As indicated previously, "questionnaires" are a part of several of the units. Two interesting forms, of the many included, were entitled, "Men's 'Date-quette' Check Sheet" and the "Girl's 'Date-quette' Check Sheet." These sheets approach one of the most vital areas of interest of the adolescent college student. In the instances cited, the student is asked to indicate with a check mark the best designation of his behavior as found in the headings, "Yes," "No," or "Sometimes." One question from the questions for men is, "Do you honk your car horn to announce your arrival and summon your date?" From the girl's list, "Do you keep in mind that your friend may have limited finances for the date?" To the adolescent freshmen, questions of this type and the answers to these questions are the essence of life itself. From this type of presentation, and, its concomitant illuminating discussion, an ideal "learning by doing" situation should develop.

Other features to be noted in "Successful Adjustment in College" are two excellent appendices. The first of these, "Appendix A," is a comprehensive bibliography. It includes material through the date of publication, 1951, and is adequate for each of the seven parts of the book. Also to be found are references to current literature relevant for the various major sections.

The second of the appendices, "Appendix B," is entitled, "Vocational Information Test Forms." This is a series of exploratory questions that lead the student to do some serious thinking and planning about his life work—an area that is, unfortunately, usually neglected in a book of this category. This material, while general in approach, is interestingly presented and definitely adds to the attractive attributes of the book.

In summation, it can be said that "Successful Adjustment in College" is an adequate presentation, on an "activity" basis, of the meaningful essence of adolescent adjustments, problems and maturation experiences, as based upon the usual "Freshmen Orientation Course." It is a worth while contribution to the field of college guidance and orientation literature.

It is enjoyably readable.

MILLARD F. WILSON,
Associate Professor of Commerce and
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Catawba College
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Working Your Way Through College.

Kenneth C. Rathbun. Cavalier Publishing Company, Post Office Box 8, Cambridge 39, Mass. 1951. 55 pages. \$1.25 each. Discounts for quantity orders.

It is somewhat disconcerting to examine a publication, with an eye to a critical review, and discover on the last page that the author, in the not too distant past, was National Collegiate Middle-Weight Boxing Champion. The first reaction is immediately to label the work as excellent and then heap on superlatives, but fortunately there are enough good things to be said for Mr. Rathbun's product to make such a blanket endorsement unnecessary.

To reasonably alert placement directors it has been obvious for years that practically all high school graduates, endowed with sufficient academic ability to profit by college work, could finance themselves in college if they were really interested. Heretofore this story has never been adequately told; in his little book Mr. Rathbun makes clear that if one wants to go to college badly enough, he can go. The story is taken directly to the high school student who has somehow been lulled into the belief that college is out of his financial reach. No able-bodied, intelligent high school student can possibly read "Working Your Way Through College" without having his imagination fired in a dozen different quarters. The possibilities for earning one's way seem endless and best of all the suggestions are both explicit and practical. *It can be done.*

The book opens with a very simple explanation of its purpose. Seven case histories follow. Any placement officer will think of twenty better examples and then suddenly realize that the author could have done likewise, but chose instead to use "run of the mine" cases. High school seniors today are quick to spot a "phony" or an exceptional case, but they will find these illustrations interest-piquing and real.

The examples are followed by a concise statement of the problem as it appears in the eyes of the youth who is wistfully dreaming of college. A twenty-two step, detailed plan for utilizing various methods of meeting the problem immediately rescues the reader from the feeling of despondency created by its magnitude and leads him into an explicit presentation of ways and means of coping with the situation.

Scholarships, loans and prizes are first discussed, with a sufficient number of examples of each to teach the student what to look for. Then the broad field of "How to Earn Money While in College" is broken down into four categories: (1) jobs requiring skill, (2) jobs not requiring skill, (3) sales appointments and rentals, (4) seasonal opportunities. Mr. Rathbun provides not only many new ideas, but also stimuli that make even the old ideas exciting.

Summer vacation work is treated as a separate entity, which is all to the good since there never have been and probably never will be enough summer jobs for all who wish them. The cooperative plan is considered in some detail, but the erroneous impression is given that such plans are available only to engineering students. The author is careful to qualify his statement on the subject with the word "generally", but it doesn't dispel the impression. Government aid with particular emphasis on R.O.T.C. and similar programs provided by the military is reviewed, and the panoramic picture of money acquiring possibilities for students enrolled in college is completed with a brief discussion of study grants of an international character. Since all the money-earning schemes in the world are of little help if there is no time for them in the students' schedules, the author includes a section on the techniques of time-budgeting and one on ways to avoid time-wasting habits.

The book can hardly be called a literary gem, but from the viewpoint of the average high school student, the readability is excellent.

Your reviewer offers four specific opinions for consideration:

1. A section of the book might well be given over to the importance of properly filling out application blanks and to fundamental interview

techniques. The bad impressions made by carelessly completed application blanks and by sloppy interview manners have been very seriously underrated and neglected.

2. The suggestion that two students work out a cooperative plan on their own is highly dangerous and should be omitted since it is almost inconceivable that such an arrangement would not lead to disastrous class schedule difficulties.
3. The offset printing job is entirely inadequate. It would seem that the only reason for such an amateurish production would be to lower costs in order to gain wider distribution, but at a selling price of \$1.25 per copy that objective has not been accomplished. To encourage every high school student to make the book a part of his personal library, it should be mass printed and sold at a price of \$.25 or less. To deny a book, as inspiring, as practical and as badly needed as this one, its potential market because of unwarranted high cost plus bad printing is most unfortunate.
4. The book should be required reading for all high school students.

JOHN E. WOODS, Director
Student Placement
University of Omaha



GIVE AND RECEIVE

There are two seas in Palestine. One is fresh, and fish are in it. Splashes of green adorn its banks. Trees spread their branches over it and stretch out their thirsty roots to sip of its healing water. Along its shores the children play.

The River Jordan makes this sea with sparkling water from the hills. Men build their houses near it and birds their nests; and every living kind of life is happier because it is there.

However, the River Jordan flows on south into another sea. Here is no splash of fish, no fluttering leaf, no song of birds, no children's laughter. Travelers choose another route, unless on urgent business. The air hangs above its waters, and neither man nor beast nor fowl will drink.

What makes this mighty difference in these neighbor seas? Not the River Jordan. It empties the same good water into both. Not the soil in which they lie; not the country round about.

This is the difference: The Sea of Galilee receives but does not keep the Jordan. For every drop that flows into it another drop flows out. The giving and receiving go on in equal measure. The other sea is shrewder, hoarding its income jealously. Every drop it gets, it keeps. The Sea of Galilee gives and lives. The other sea gives nothing. It is named the Dead.

—Bruce Barton in *The Employment Counselor* 10/51



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Write **VICTOR A. BUESCHER**, Mgr. Office & Technical Placement, CLEVELAND 17, OHIO

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- Eastern College Personnel Officers**
 October 12, 15—Curtis Hotel, Lenox, Mass.
- Midwest College Placement Association**
 September 9, 10—Netherland Plaza Hotel, Cincinnati, Ohio
- Rocky Mountain College Placement Officers Association**
 October 10, 11—Cosmopolitan Hotel, University of Denver, Colo.
- Southern College Placement Officers Association**
 December 4, 6—General Oglethorpe Hotel, Wilmington Island, Savannah, Ga.
- Southwest Placement Association**
 November 13, 14—Plaza Hotel, San Antonio, Texas

A DOZEN SUGGESTIONS ON CHOOSING A CAREER

1. *Do not expect to find a job in which you will never have to do anything that you dislike.*
2. *Do not stay permanently in a job in which you dislike most of the things you have to do.*
3. *Choose an occupation because you like the work, not because of the rewards in money, or prestige.*
4. *Do not choose an occupation because you admire someone else who chose it.*
5. *Choose an occupation that will use the abilities you possess.*
6. *Avoid occupations that require abilities you do not possess.*
7. *Do not confuse interest and ability.*
8. *Choose an occupation in which there is likely to be an active demand for workers when you are ready to go to work.*
9. *Before making a final choice of an occupation, find out what are all the things you might have to do in it. Find out which of these will take most of your time.*
10. *Beware of recruiters, and biased information from other sources.*
11. *Take all the advice that is offered; then act on your own judgment.*
12. *Remember Stevenson's counsel, "To know what you prefer, instead of humbly saying 'Amen' to what the world tells you you ought to prefer, is to have kept your soul alive."—Robert Hoppock, New York University.*

Occupations 3/52

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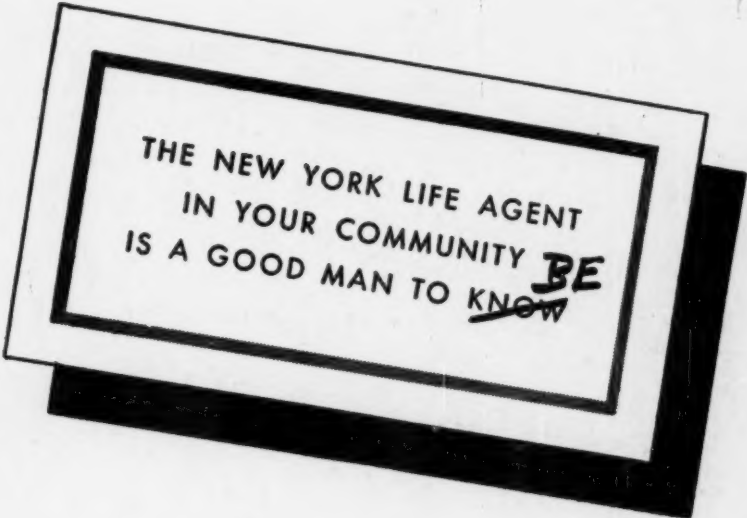
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